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THE SPECTATOR

PHOTO BY CHRIS EATON '11

Hamilton College Democrats and Republicans hold a debate on political issues in the Red Pit of the Kirner-Johnson Building on Wednesday, Oct. 21.

College Democrats, Republicans Debate Health Care, Economy

by Adam Fix '13
News Writer

While the politicians of today debate in the nation's capital, the politicians of tomorrow met in the decidedly less glamorous Red Pit of the Kirner-Johnson building for two hours on Wednesday night for the Hamilton College Democrats and Republicans debate. Moderated by Professor of Government Sharon Rivera, the debate focused on the key issues affecting America today.

Opening the economic debate, the democrats began by discussing the budget surplus and economic growth of the Clinton administration, claiming that policies such as the Bush tax cuts and Iraq War reversed that overall trend. According to the democrats, at current rates, the national debt will reach 300 percent of the gross domestic product (GDP) by the year 2050. They asserted that the economic stimulus bill passed under the Obama administration is starting to reverse what they described as a "very unstable budget situation." Representing the republicans, Thomas Cheeseman '12 downplayed the immediate effects of the stimulus bill and instead asked how much of that stimulus contributed to long-term economic growth. The republicans argued for the reduction of all corporate taxes to five percent, claiming that such measures will create more jobs. In closing, Cheeseman claimed that "we need to address long-term economic growth as opposed to short term amelioration of current problems."

On the issue of health care reform, democrat Will Leubsdorf '10 said that health care takes up 18 percent of the GDP, and 62 percent of personal bankruptcies are health care related. Leubsdorf stressed the importance of a public insurance option as well as an emphasis on preventive care to curb the "skyrocketing" costs of health care. In response, republican Brandon Moore '12 quoted Congressman Barney Frank (D): "It is impossible for public and private options to coexist." Moore argued that private insurers could never compete with a public health option, and socialized medicine would inevitably lower the quality of care, using the universal health-care of the United Kingdom as an example.

Democrat Henry Anreder '12 began the foreign policy debate by discussing President Obama's diplomatic efforts in the Middle East. The democrats argued in favor of Obama's more diplomatic approach in Iran while continuing to draw down military forces in Iraq. They also praised Obama's strong support of the Israel-Palestine two-state solution. The republicans saw their party's foreign policy in a state of transition, claiming that 9/11 prompted President Bush into the aggressive, interventionist strategy. They argued for the importance of an active yet less visible American presence, specifically the use of the military to collect information and plan strategy rather than keep peace.

The final topic of debate dealt with the limits of federal authority with democrats claiming that recent years produced an explosion of governmental power that cannot be truly undone. Republicans focused on preserving power of the states rather than the federal government, with the ultimate goal of "optimizing human happiness."

HamPoll: First-Years' College Expectations, Experience Differ

**by Kye Lippold '10
and Bret Turner '13**
HamPoll Members

A survey of first-year students conducted last month by HamPoll observed that first-years generally found the transition to college life easy. However, alcohol and Greek life occupied a much greater role in the campus social scene than incoming first-years expected, and they generally found Hamilton to be more diverse than their communities at home.

The survey received 126 responses, which equates to a 26 percent response rate. The survey sample was self-selected, so results may differ from the overall first-year population.

First-years indicated that alcohol and Greek organizations dominated the social scene more than they expected before they arrived. While 37 percent of first-years initially expected alcohol to play a major role in campus social life, 64 percent thought it played a major role after they arrived at Hamilton. Similarly, 36 percent of students expected fraternities and sororities to play a moderate or major role on campus before arrival, and, after living on campus, 66 percent concluded they played a moderate or major role. Marijuana, other illegal drugs and casual sex were all about 10

*see **Survey**, page 2*

Mountaineer to Tell Story of Love, Loss

by Katrina Rabeler '12
Features Writer

"You can either live your life in fear or you can live your life." These were Jennifer Lowe-Anker's words of advice to those trying to understand how she kept her passion for life and adventure alive when her husband, Alex Lowe, was killed in a mountaineering accident ten years ago.

On Oct. 29 at 7 p.m., Jennifer Lowe-Anker will be speaking in the Kennedy Auditorium in the Science Center about her marriage to Alex Lowe, one of the most well-known American mountaineers. Lowe's career was filled with groundbreaking successes until his untimely death on Shishapangma in Tibet.

Lowe-Anker will also discuss her life following the tragedy, including her marriage to her current husband, Conrad Anker, who was Alex Lowe's best friend. Jennifer Lowe-Anker is herself an accomplished mountain climber, and her recent memoir, *Forget Me Not*, won the 2008 National Outdoor Book Award for literature.

Lowe-Anker is coming to campus on the invitation of James L. Ferguson Professor of History Maurice Isserman. Each year, Professor Isserman brings an author of adventure literature to campus for his Adventure Writing 111 class.

"The students in the class alternate between writing about their own adventures on Adirondack Adventure, trips we take in the fall to the Adirondacks and the adventures of others," Isserman explained. Isserman recalled that two years ago, when Conrad Anker came to speak about Alex Lowe, the Kirner-Johnson auditorium was overflowing. This year, the class read Lowe-Anker's book, and is looking forward to her talk on campus.

"As the memoir of a climbing widow, her book brings a different perspective to mountaineering literature, with an emphasis on relationships, risk and loss, something that you don't often find in a run-of-the-mill account of a triumphant expedition to this or that peak, and I thought [it] would be interesting for my students to read and discuss," Isserman said.

Lowe-Anker's story has it all: mountains, love, tragedy, family and adventure. Her memoir recalls detail from her and her husbands' lives. The title of her first and only book so far, Forget Me Not, comes from her and Alex Lowe's favorite flower. In one of his letters to her, Alex once begged Jennifer, who received her bachelor's degree in art, to paint the flower for him.

"My book is a memoir about my life," explained Lowe-Anker, "I lived [with him] for 18 years before

*see **Lowe-Anker**, page 7*

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Mountaineer and writer Jennifer Lowe-Anker will speak in the Science Center Aud. on Thursday, Oct. 29 at 7 p.m.

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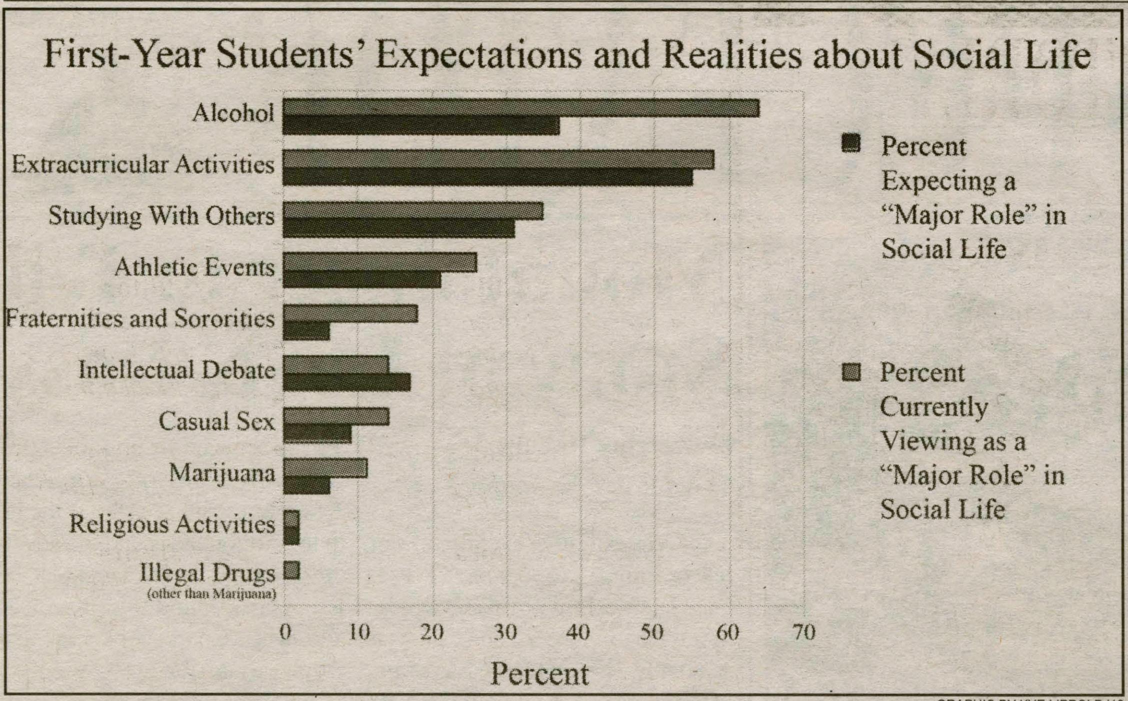

GRAPHIC BY KYE LIPPOLD '10

Survey Shows First-Years See Hamilton as "More Diverse"

*from **HamPoll**, page 1*

dents expected (see the full chart above).

When asked about their experience adjusting to college life overall, 82 percent of first-year students found the experience easier or about the same as they expected. However, among the minority that reported a harder transition than their expectations, 21 percent of women found the transition harder compared to 10 percent of men.

This difference by gender was mirrored when first-years reported their ease of making friends. While 83 percent of students found making friends as easy as they expected, women were more likely to report finding social connections hard (20 percent) relative to men (10 percent). Students with hometowns farther from Hamilton were also less likely to make friends, with 26 percent of students reporting difficulty, versus 13 percent of students from New York, New England and the Mid-Atlantic reporting difficulty. Students living in different dorms on campus reported generally the same level of ease in making friends relative to their expectations.

Respondents from the first-year class reported strong study habits, with 34 percent spending more than four hours on coursework per day. This workload somewhat exceeded their expectations, with only 25 percent expecting to work four or more hours per day prior to their arrival on campus.

When asked about the diversity of Hamilton relative to their home communities, 48 percent said Hamilton was more diverse than their home, while 26 percent said Hamilton was less diverse. However, this question showed a sharp distinction by racial background while controlling for other demographics. Students who identified as only white were 53 percent more likely to say that Hamilton was more diverse than their home community, versus 25 percent of students from other or multiple ethnic groups.

This distinction also applied to respondents' views of their groups of friends. Students of color and varsity athletes were more likely to view their friends at Hamilton as less diverse than their groups of friends at home (with 46 percent of varsity athletes 33 percent of students of color holding this view, respectively, compared to 23 percent of the entire sample).

Notably, first-years in this survey viewed Hamilton as more diverse than did first-years in 2007. Thirty-six percent of respondents from the Class of 2011 viewed Hamilton as less diverse than their home communities in a HamPoll survey at that time, compared to 26 percent of the Class of 2013.

HamPoll, a student group that queries the student body about important topics, welcomes feedback at hampoll@hamilton.edu, and meets Wednesdays at 8 p.m. in KJ 103. Please visit HamPoll's blog at http://hampoll.blogspot.com

NESCAC NEWS

(And Colgate, too)

by Amanda Jordan '10
News Writer

Colgate University

Military veterans can now attend Colgate University without paying any tuition fees. Housing, books and supplies will also be provided free of charge. Veterans need to have served for at least three years of active duty since Sept. 10, 2001, or for at least thirty days before discharge for service-related injuries to qualify. As part of the "Yellow Ribbon" program, a component of the GI Bill, Colgate has made an agreement with the U.S. Department of Veterans Affairs. Under the current program, the government will pay for the most expensive tuition at a state public school. However, this is not enough money to cover tuition at many private schools. The college has agreed to contribute half of the difference between the state school tuition and theirs, with the Department of Veterans Affairs matching the same amount.

Connecticut College

The Department of Justice gave $643,000 in grants to Connecticut College and Yale University on Oct. 16 to address domestic violence issues and help protect women on campus. The money was deemed necessary after the death of Yale student Annie Le last month. The Office on Violence Against Women and the National Institute of Justice, two divisions of the Department of Justice, awarded the federal funds. Amy Martin, a spokesperson for Connecticut College, explained that the college will incorporate sexual assault awareness and prevention programs into the campus culture with its $299,277 in grants. Martin also said that services on campus for victims of violence will be improved. She emphasized that a focus will be placed on combating domestic violence, dating violence, sexual assault and stalking.

Middlebury College

After first using oil and then wood chips to heat its buildings, Middlebury College is now using willow shrubs. For some time, the college has been concerned about its extensive reliance on wood chips as a fuel source (about 20,000 tons of wood chips per year) contributing to deforestation in Vermont. In response to this concern, Middlebury decided to plant a nine-acre patch of willow trees. According to Jack Byrne, director of sustainability at Middlebury, and Business Services Director Tom Corbin, willow trees grow faster than many other species and branch out when they are pruned, making them an ideal resource for cold-weather states.

SA Update

More light switches in dorms to save energy

by Eve Denton '12
Student Assembly Correspondent

At the Student Assembly meeting on Oct. 19, the Facilities Committee reported that the Co-Op is equipped with far more light switches than other dorms on campus in order to save energy. Residents can very easily reduce the number of lights that are on. Physical Plant has responded to a request for all residence halls to be outfitted similarly by stating that they intend to look into the summer while renovating Keehn and South residence halls.

The Student Interest Committee is also working on several projects. They have contacted the company that provided *The New York Times* in McEwen and Commons, and are trying to have the newspapers delivered again. In addition, several large thank you cards have been created for the Central Oneida County Volunteer Ambulance Corps (COCVAC), the Kirkland Fire Department and Kirkland Police Department as gratitude for the work they do for our campus. These cards will be available for students to sign soon.

New Leadership of SK Films Rolls Out Weekend Movies

by Russ Doubleday '11
News Editor

After a tumultuous beginning to the year, SK Films has secured new leadership for the semester and has begun to show late night movies on the weekends. When the student-run organization was left in the hands of only one student at the end of last year, according to Student Assembly Technology Chair Keith Willner '11 Director of Student Activities Lisa Magnarelli '96 would not allow SK Films to simply order movies of their choosing and let other students take care of everything else, as this student anticipated. Audio-Visual specifically did not feel it was prudent to run the showings and waste the time of the students they employ when the organization could have run the showings itself with little effort.

Willner '11 met with Magnarelli and SK Films and worked out how to go forward with SK Films for the rest of this year. "Student Activities wanted to keep SK Films because it gives students an enjoyable non-alcoholic alternative on weekend nights," Willner said. Willner then held a Technology Committee meeting and set up an interest meeting. Pete Lauro '12 became the new president of SK Films in late September out of this meeting and is organizing movies for the rest of the semester.

The first movies that were shown two weekends ago were *Dumb and Dumber* and *Five Easy Pieces*, which kicked off the new season.

"This weekend will be our western weekend, and we're showing the John Wayne classic *Rio Bravo* and Robert Altman's *McCabe & Mrs. Miller*, which has been called 'perfect' by [film critic] Roger Ebert," Lauro said. He added that their schedule is not complete yet, and he wants suggestions from the student body (e-mail ideas to plauro).

Movies will be shown at 7 and 10 p.m. on Friday, and 8 and 11 p.m on Saturday. The more popular movie from the weekend set will be shown on Sunday night at 7 p.m.

SK Films is named after Samuel Kirkland, who founded the Hamilton Oneida Academy.

THE SPECTATOR EDITORIAL

Dear Admissions, Know Thy Traditions

Try to recall your senior year of high school: the joy and the pain of applying to an institution that seemed to hold your future in its hands. What was it about Hamilton that drew you to here? What was it that made your heart skip a beat every time the mailman drove down the street, hopefully bringing you an extra-thick envelope containing your congratulations? Though the deciding factor in choosing to spend four years at Hamilton differs among students, one thing sets us apart from the northeast, NESCAC, small liberal arts schools: Hamilton has soul, or at least we would like to think so.

We fear that the tradition in which this soul should be firmly rooted is slowly disappearing. Some change is necessary, but too much can take us down a dangerous road. Gone are the days when opposing class years mauled each other on the steps of the Chapel, and maybe it's appropriate that some traditions are gone. Still, some of the historic ones, such as the tug-of-war games played across the pond that formerly filled the quadrangle between Commons and South, are missed.

While it is understandable that certain traditions might fall by the wayside in the almost-200-year history of Hamilton, even more recent traditions are quickly losing ground. In recent years, organizations such as the Streaking Team and events such as the Citrus Bowl have faced increased judicial sanctions and have even been explicitly banned from the official tour-guide lexicon.

Does the College truly believe that yammering on about student to professor ratios or the number of tomes in our library will really set our school apart (especially when frazzled high school students and their parents are trying to cram multiple east coast schools into their Martin Luther King Day weekend)? Leave the FAQs for info sessions and glossy view-books; what makes Hamilton great are not just the statistics—although those aren't too shabby—but the eccentricities of the students, professors and staff. No other college on earth has Jeannie in the Diner (and on Facebook!), streakers who tiptoe by your study carrel and shush you during reading period or rabid, cross-dressing fans that heckle opposing teams at basketball games. We believe that the College does itself a disservice in seeking to avoid controversy rather than embracing the uniqueness of its student body.

Some Admissions policies for tour guides strengthen the character of our community, while others, in ignoring the everyday terminology of its students, willfully and foolishly discard an opportunity to share the rich and fascinating history of our school with prospective students. For example, the oft-repeated superstition that crossing the map on Martin's Way will prevent you from graduating in four years has been propagated largely through tour guides, at the urging of the Admissions Office. Clearly, the Admissions policy plays a significant role in dictating lore and tradition at Hamilton. On the other hand, the policy discouraging the use of the terms "light side" and "dark side" suggests that we are uncomfortable or even ashamed of these distinctions. Here at Hamilton, being "dark side-y" or "light side-y" has so many ambiguous and ever-changing connotations (due in part to the incredibly dynamic student body that lives, works and studies in both of these locales) that no student would take offense to a tour guide referring to either side by its chromatic moniker. Of what, then, is Admissions so afraid? That "dark siders" will come off as "weird" and Star Wars-obsessed? In fact, the name has its origins in electrical failures that affected only the Kirkland side of campus, leaving our favorite concrete blocks enveloped in darkness. Why not share this interesting tidbit of Hamilton history? To purposefully discourage the use of colloquialisms from our unique Hamilton dictionary is to ignore the heart and soul of our student body as it has evolved over years of tradition.

Heads up, Admissions: we *do* have soul. It's in our astronomically high alumni giving percentages, the way we pack the uncomfortable benches of the Chapel for every a cappella concert and the Ween oozing through the Opus speakers while a class debates the merits and pitfalls of canonizing literature. To ignore, or worse, specifically rewrite or eliminate the College's history, the root of its soul, seems a terrible price to pay for NESCAC homogenization. We believe that highlighting our unique (albeit controversial and occasionally nude) characteristics can only help in distinguishing our institution from its stuffy northeast brethren. In the words of Crosby, Stills and Nash, we feel like letting our freak flag fly.

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Should professors address campus events in the classroom?

No

FACULTY Faceoff

It Depends

by Douglas Ambrose
Professor of History

Author's note: I have presented versions of this paper on two occasions, at a panel at Hamilton College in April 2005 and again at a panel discussion sponsored by DSJP in August 2007.

What if we, while sitting in my class on colonial American history and discussing New England town covenants, were to learn that a world war would begin tomorrow? What, then, would we do with our remaining class time?

For many professors, such a scenario presents the ultimate "teaching moment," that occasion when we decide to shift our attention from the subject of the course to the topic from outside the course that summons our attention. In the case of our scenario—the beginning of a world war—we could focus on what brought us to this situation, what policies or practices precipitated it. But in my colonial American history class, I would, I pray, continue talking about New England town covenants. For however attractive the concept of "teaching moments" might be, however much those moments may help us to "connect" to students not as teachers of specific subjects but as "members of a common community," they ultimately tend to reduce our classrooms to editorializing arenas, driven not by our commitment to our disciplines and to the knowledge of them that we should share with students, but by our political reaction to the front page of today's newspaper or to the latest campus outrage. And they introduce an especially troublesome form of arbitrariness on the part of the professor.

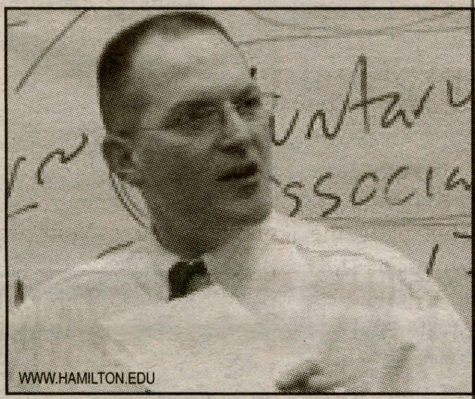
The structure of academia allows me to exercise discretion in a number of ways. I decide what books my students will read, what documents they'll examine, what I will base their grades on. As a professional, I make those decisions based on my assessment of the merits of the texts—on the scholarship of secondary sources and on the significance of the primary sources—and on the merits of the work that students produce. But what guides my decision regarding what qualifies as a "teaching moment"? Campus politics? Local, national, and world affairs? My deeply held political and religious convictions? Each day provides innumerable cases that I could turn into "teaching moments." But I was hired to teach a subject, not to offer my informed or not-so-informed thoughts on any topic that concerns me or my students, and those students registered for a specific course, not a running commentary on current or campus events.

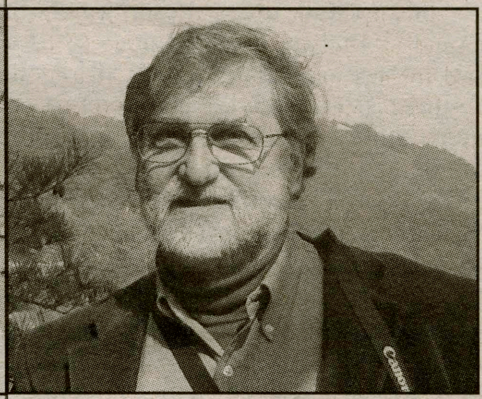
One might argue that we, as members of a "community" or of many "communities," are obliged to discuss issues "relevant" to those communities. And so we are. But not in the classroom; not at the expense of what should happen in those classrooms. Our lives here allow for plenty of time outside of class to discuss community events. All professors believe that our subjects contribute directly to the formation of educated men and women and to the preservation and extension of a humane and worthwhile civilization. To neglect those subjects, to subordinate the mission to teach those subjects to the latest issue swirling around us, is to abdicate our responsibility to our students in the most fundamental way. It is to allow us to indulge our political passions rather than restrain them, and to encourage among our students the notion that what they are learning in our classrooms is secondary to the topics outside of it. It is both self-indulgent and nihilistic, for it promotes the notion that my concerns trump my professional responsibilities, and it replaces the dispassionate, disciplined search for truth with the personal preferences of individuals guided by nothing but those preferences.

We all know that we're part of the "real world," and I am not arguing that we, as individuals and as citizens, ignore that world--far from it. But the classroom is not the real world. It is a place where, through the rigorous and disciplined guidance of a professor, students learn how to acquire the knowledge, develop the skills, and cultivate the imagination that will enable them to function in and contribute positively to that world. Professors contribute most importantly to that noble project by teaching what we have been trained and hired to teach and what students pay tens of thousands of dollars to learn. No one asked me what my political, religious, or ideological commitments were when this college hired me; nor should they have done so. In the most important sense imaginable, they were, and are, irrelevant to what I am on this campus to do.

As academics we must not allow the lectern to become a soapbox, or our scholarship to become propaganda; we must demonstrate fidelity to our research, not slavish adherence to our political desires. We must provide to our students the best that serious scholarship has to offer, not what best advances our political agenda.

If I find myself in a classroom full of students when word arrives of a new world war—or of a campus crisis--I pray that I will remember what it is that I owe my students.





by Peter Rabinowitz
Professor of Comparative Literature

"Should professors address campus events in the classroom?" I assume that the question really means, "Should professors depart from the syllabus to address campus events in the classroom?" And I'd hope that anyone at Hamilton would give the same answer—"It depends." Certainly, the answer can't be simply "yes," since many campus events aren't worthy of class time. But just as certainly, the answer can't be an unequivocal "no." Whatever our commitments to the material we've promised to teach, we don't have the luxury of living in a world of clear absolutes. Even apparently unconditional statements in syllabi ("No late papers will be accepted") always have implied exceptions (for instance, the death of a parent). And even though faculty are hired to teach in more or less specific fields, we're also hired to promote the College's more general mission: "The faculty is dedicated to the promotion of academic achievement, integrity and personal growth." That involves more than getting through a syllabus.

So the difficult question is not "should we address campus events?" but rather "when should we discuss campus events?"

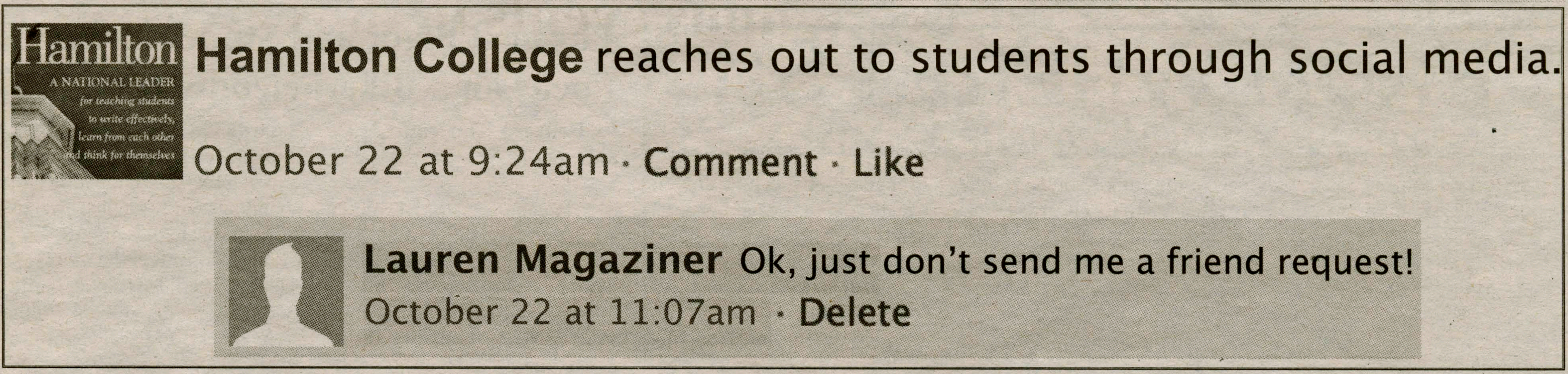
How would I decide? For me, the first question would be, "Do the students want to talk about it?" If the answer is "no"—if, for instance, this particular event is something that they're bored with or that they've already talked out—then I'd probably drop it and move on. But if the students do want to talk about it, I'd ask myself a few further questions before abandoning the course plan. Here are three of them:

1. "Is this an event so momentous that it seems on its face to demand discussion?" Since we're talking about campus events, I'll leave aside situations of national disaster (as the Kennedy assassination and 9/11 were). But I can easily think of more local events of comparable impact. Had I been teaching at Virginia Tech at the time of the massacre, I couldn't imagine telling my students, "Sorry, today's the day we're studying Marriage of Figaro"—unless my students told me, directly or indirectly, that listening to Mozart could provide some psychological relief. Fortunately, we haven't had any equivalent devastation at Hamilton, but even less traumatic events—for instance, when, in the 1980s, a dozen students were suspended without a hearing for protesting our investments in South Africa—seem severe enough to warrant flexibility in the classroom.

2. "Can the subject matter of the course help students deal with the issues?" Even with less momentous events (say, the Mexican Night party), there are times when a course can provide significant intellectual and personal growth by offering ways of thinking more calmly and deeply about the issue at hand. One reason for studying literary theory, for instance, is that it offers insights into the complexities of interpretation (including reader response and authorial intention). Those are precisely the kinds of insights that can that sharpen our understandings of (and our debates about) problematic public announcements like the Mexican Night invitation. Why avoid making that connection in class? Likewise, suppose there were a major student protest against the artificial-turf football field on the grounds that it was anti-green. Under those circumstances, it wouldn't be inappropriate if someone teaching an environmental studies course reallocated some class time to allow a discussion of how to determine what practices really reduce our carbon footprint.

3. "Has the event so agitated or distracted members of this particular class that it interferes with their ability to concentrate and work?" Steve Orvis raised this point at a recent all-campus forum, and he was right on target: if the campus event is obstructing the dynamics of your classroom, it's probably a good idea to confront the problem directly instead of pushing on when no one is paying attention. You can't predict what might instigate such a reaction, but I'd hope that Hamilton professors are alert enough to figure out when it is happening. The day after Bush beat Kerry (and I realize that this was a national, not a campus event), it never occurred to me that I would need to talk about the election in class. And I certainly didn't want to—I'd much rather have been discussing literature. But as soon as I came into the room, it was obvious that business as usual was impossible. Rather, I had a choice between confronting what was on my students' minds or engaging in a pretence that would have minimal educational value.

Of course, those are three of the questions I would ask myself. Other colleagues would ask very different ones. I'd hope, though, that none of us would define our jobs so narrowly and inflexibly that we couldn't respond to the needs of our students.



by Lauren Magaziner '12
Opinion Writer

Facebook is a dangerous tool for professor-student relations. There is a definite area of inappropriateness, and both professors and students are in danger of crossing that threshold. In the two-dimensional world of Facebook, it is sometimes difficult to discern tone from a status, and a goofy picture can make students look inebriated even if that wasn't the case.

A *USA Today* article entitled "To friend or not to friend: college admissions in the age of Facebook," by Lindsey Anderson, explores the ways in which social media changes relationships between students and their superiors.

In the article, David Hawkins, director of public policy and research for the National Association for College Admission Counseling, says "I think that the general consensus among administrative offices … is that personal connections through social networking sites probably raises more potential problems that it solves."

Based upon my experiences with student-professor Facebook relations, I have made a list of simple rules to ensure that the relationships are healthy, appropriate and unobtrusive:

1. There must be a clear division between real life and Facebook life.

For students born in the technology era, this may seem more instinctive, but I've encountered many adults who don't know where to draw the Facebook life versus reality line. Facebook statuses should stay in the Facebook world, no matter how innocuous your comment about the status might be. If I post "Lauren had a bad day," it is awkward for anyone to say, "I'm sorry about your bad day," in person.

For the older Facebook generation, it is necessary to understand that commenting to a student about his or her status is creepy, despite good intentions. There's a reason why whenever someone my age mentions something seen on Facebook, it is always prefaced with some remark about being a stalker. You may feel as though mentioning something that was posted on a status is seen as investing interest in the student or professor's life, but the sad, inevitable truth of Facebook is that if you mention it in the real world, you are assumed to be a creeper.

2. Don't comment on anything too personal.

I saw a status in which a girl wrote that she was in the shower, and 86 people liked her status. I think it goes without saying that a distinct line would be crossed if a professor liked this status (or if anyone liked this status, for that matter!). This goes the other way, too. It is likewise inappropriate for a student to comment on professor's pictures or status if they are too personal. However, this potential issue could be resolved by the following rule…

> **"Friending a professor is like friending a boss; you have to maintain a level of professionalism."**

3. Don't post anything too personal.

Friending a professor is like friending a boss; you have to maintain a level of professionalism. Don't post those drunken pictures from last Saturday night, especially if you are friends with your professor. Don't publically bash your ex-boyfriend in your status. Don't curse out someone in a wall-to-wall or in a status. Don't send your professor an email claiming to be sick, and then post a Facebook status about playing hooky. Your professor friend will see.

When asked about friending professors on Facebook, Katherine Costa '12 said, "I think it's a bad idea. You are different with your friends than when you're in classes." Even if you don't post anything incriminating, posting anything on Facebook has the potential to influence someone's opinion about you.

4. Use common sense. Less is more.

Obviously the relationship between each student and professor is individual. These aforementioned rules are meant to be a guideline. Maybe these rules are innate to the Facebook generation, and perhaps it goes without saying. But if there is anything to take away from these guidelines it is this: less is more. Internet relationships are always impersonal and superficial. If you really want to get to know a professor, go to his or her office hours.

In conclusion, while "friending" your professors might seem harmless, use discretion when interacting with your superiors on any social networking site. If you are Facebook friends with your professors, remember to think of them as colleagues instead of peers.

Thumbs Up

IM Sports: Now if only Dave Thompson would add "being an a**hole" to the list of banned substances.

Trust Treat: Inviting children to traipse through Milbank to experience the joys of Halloween -- like costumes, haunted houses and pumpkin buckets filled with condoms.

Being at the women's rugby game, Sunday at 1 p.m. Let's face it, you're not doing your work anyway. (Yes, this is a shameless self-plug. Just be there.)

Fall Fest: Buying the townies' love one Cider Mill doughnut at a time.

Lisa Magnarelli's "Late Night Jitney Reminders:" After years of reserach in the field of hum-auto dynamics, we can now safely conclude that if you get hit by a jitney, you lose.

Deli bar returns to McEwen: A true Glorious Revolution. Lucky you bowed to the meats of Orange, Panini Bar, if I had it my way there would be blood.

Thumbs Down

Crosswalk painting: Useless when you consider the fact that the last person to get drilled by a car did so in a crosswalk.

Neon ice cream still in McEwen: Look, I know hipsters like Day-Glo, but they also don't like to eat, so you're really not going to offload that sh*t on anyone.

Golden Bikes: First go the chains, then the handles, then the dignity of the people attempting to ride them.

Nighttime parking restrictions downtown: Every time Fran Manfredo sends an e-mail, a parking spot dies.

Uneventful weeks: Really? No one did anything stupid? When did you all start getting so boring?

Becoming a teacher at a private school: Like Teach for America, but with students who tell you their parents can buy you.

Who Cares?

"A God the culture would be proud of:" I don't know what it is, but I am certain that God is not proud of the culture from my last STD test.

Hamilton Environmental Action Group to make 350 paper cranes: It just seems like it would be a lot easier to unleash 350 cans of hairspray into the ozone layer.

Debate in the Red Pit: Hamilton College Republicans deplore the Nobel Peace Prize Committee's slipping standards. Hamilton College Democrats blast "Big Pimpin" in response.

USSR Risk: Before you try something like dominating the world, you might want to try gaining command of your own social skills.

Fall Break: Apparently my Hill Card doesn't work on my house's door after 2 a.m. either.

by Anthony DelConte '10, Nathan Fedrizzi '10, and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

ATTENTION ARTISTS!

THE SPECTATOR IS LOOKING FOR TALENTED AND WITTY INDIVIDUALS TO CONTRIBUTE CARTOONS TO THE OPINION SECTION.

IF INTERESTED, SEND A SAMPLE TO AECK OR KJMOORE

From Where I Sit
Hamilton's International Perspectives

by Hillary Langar '13
Features Contributor

Crossing the Atlantic: From Kenya to the Hill

I received the news of my admission into Hamilton on Sunday, December 16, 2008, early in the morning. I remember jumping and shouting, "Hurrah!" but a silence followed as tears rolled

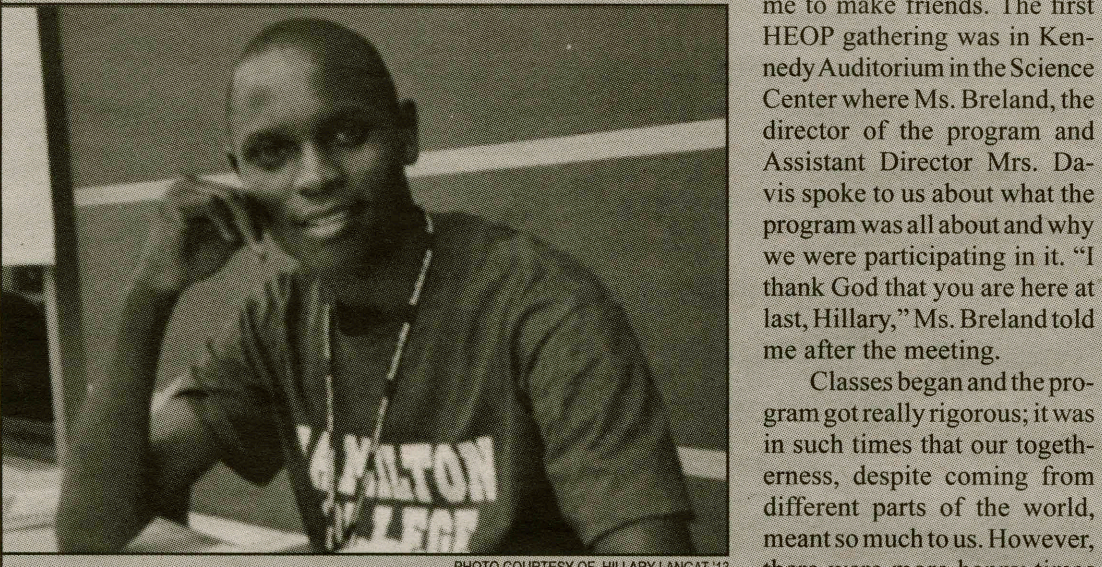


PHOTO COURTESY OF HILLARY LANGAT '13

down my cheeks. A rare thing had come to pass for a boy in an African setting: I had been admitted to Hamilton College.

A series of past challenging moments came into my mind. I remembered my early school days when I had to run almost three miles every morning to get to school. This was a time when neither a dream nor an ambition existed to form and shape my life. Then I remembered why I felt empty: for three months I had to stop my high school studies in order to attend to my brother, who had fallen ill. I had temporarily dropped out of school because you were not allowed to study if your family had not paid the school fees.

I also remembered the time I asked my mum to tell me the river story again. One day she had gone to the river to fetch water and the donkey she was leading suddenly kicked me into a two-day state of unconsciousness. I had not yet celebrated my first birthday so I could not cry for help. She could barely breathe as she recalled, "I thought you would no longer survive." The flood of memories did not stop coming all day as I thought how all this was happening because someone an ocean away had made a decision that would change my whole life. The long struggles and the hard work of my past became meaningful at last.

At the time I received the news, I was tutoring physics and mathematics in the local high school. Unfortunately, I had to drop the tutoring job in order to get prepared for the rigorous work awaiting me on the Hill. Soon it was June 25th, the day I was to fly to the United States. Together with my Dad, Mum, a few of my siblings and a couple of other relatives, I boarded a bus in the morning bound for Jomo Kenyatta International airport, named after the first Kenyan President.

Every passing minute I was with my people, I felt very special knowing at the edge of my mind that I was carrying portions of their futures as well as my own. "Never forget where you came from," my grandmother said as I gave her the last hug. Almost everybody around me shed tears as I bade them goodbye on my way to the first checkpoint in my travels. As I dragged my heavy bags from one checkpoint to another, I thought of no particular reason for leaving my family and country, but I had countless reasons for why I was heading to my destination - I was going to be a student on the Hill!

Minutes later, I was in an Emirates plane bound for Dubai, nervous and excited about being in a plane for the first time, but more importantly, heading to the land of opportunities for the first time. I arrived at JFK at 10 a.m., twenty three hours later on the following day. I missed a plane to Syracuse for reasons unknown to me or my seven fellow passengers. I had to sleep on a bare carpet till the next morning. I reached Syracuse only to find my luggage missing. I felt relieved when I saw two Hamilton Higher Education Opportunity Program (HEOP) students, who had come to pick me up, running toward me. As I stood pondering where my luggage could be, not knowing that it would go missing for the next one and a half weeks, I was grateful to be with new friends.

After having my first breakfast in Kenny's Restaurant, we drove for about forty five minutes until we were on the campus. At last my dream of being at Hamilton College was realized. The students dropped me in Carnegie, Room 407, which was the room I was to share for the next month with the roommates I had yet to meet.

On the first day, we were strangers but the first dinner we ate together established a bond strong enough to make us great friends to date.

At first, I was concerned about adapting to living in a different country with people of different cultures, but HEOP hastened my adjustment. The program helped me to set a good foundation to my college academic life as it helped me to make friends. The first HEOP gathering was in Kennedy Auditorium in the Science Center where Ms. Breland, the director of the program and Assistant Director Mrs. Davis spoke to us about what the program was all about and why we were participating in it. "I thank God that you are here at last, Hillary," Ms. Breland told me after the meeting.

Classes began and the program got really rigorous; it was in such times that our togetherness, despite coming from different parts of the world, meant so much to us. However, there were more happy times than challenging moments especially during the weekends. We made a trip to watch a play in Richard Rogers Theatre in New York City, played paintball, went to a medical care center in Utica for volunteer work, got together for fine dining and participated in a four day Adirondack Adventure. It was fun!

By the end of the month, I realized that life might not be as hard as the way it appears to be at first; you only have to have a dedication to do the work to make life good.

Since I was the only international student in the summer program, I still felt as if I were different from the rest of my fellow students, especially because I was in the U.S. for the first time. I stopped feeling that way when, during orientation, I discovered that many of the other international students were in the U.S. for the first time and were undergoing transitional difficulties too.

I appreciate having the ESOL class with many of these international kids. It is fun to be in a class in which everyone is an international student. You get a chance to know about different people and cultures, and facts about different countries. By the end of the day, we will have made a home with people who have come from far away.

"From Where I Sit" is the ESOL column that represents the non-native English speaker's point of view on his or her experience at Hamilton. If you have a "From Where I Sit" story that you would like to share, please email bbritthy.

Physical Plant and Student Body Focus on a Bike-Friendly Campus

by Rebecca Pomerantz '12
Features Writer

The successes of Lance Armstrong and the current focus on reducing carbon emissions has peaked in a global biking movement commonly referred to as a "Bike Boom" or "Bike Craze," and the Hamilton College community is no exception. Whether it is due to the increased awareness about the environment or the convenience of quick transportation, the number of bikes on campus has increased and continues to do so. It is not unusual to see a student on a bike struggling to weave their way around pedestrian foot traffic. Members of the Hamilton community have taken note of this daily occurrence and realize that there needs to be a safe way for both bikers and those on foot to travel together.

This interest is made evident by the formation and action of groups such as the Gilded Bike Guild, The Bike Co-Op and the Hamilton Environmental Action Group (HEAG). In addition, Physical Plant, according to Associate Vice President for Facilities and Planning Steve Bellona, has stepped up its role in providing appropriate measures to accommodate bikes on campus.

As the bike culture on campus grows, Bellona says the positive aspects include "a reduction of vehicle traffic" and an increase in "good exercise." He says it is also imperative to develop "adequate bike parking areas and safe routes for bicycles to prevent accidents with pedestrians using the same routes" to improve upon the current situation the campus is facing.

Much of the campus has responded to bike friendly improvements made so far, which has sparked further work on bike accessibility. According to Bellona, "an architect is working with Physical Plant, HEAG, the Gilded Bike Guild and several members of the faculty as a sounding board" for bike-friendly additions to the campus. Two of the groups with the most impact are the Gilded Bicycle Guild (with its famous golden, 1950s style bikes) and the Hamilton Bike Co-Op.

The Gilded Bicycle Guild appeared on campus in late 2006 with the leadership of Andrew LaFiandra '06 and has been growing ever since. Now headed by Anoop Pandey '10, it provides over 20 gold spray-painted single speed bikes for the student community to freely use. The Guild allows for those who do not have a bike at school, or who are simply in a hurry, to pick up one of their bikes and go. Obviously this expands the number of students on campus engaged in biking and amplifies the issue of how bike-friendly our campus should be.

The Bike Co-Op, also led by Pandey, brings together those on campus who enjoy biking at all levels, both recreationally and competitively. As an additional incentive to bike, the Bike Co-Op has an open shop behind the Glen House where students can bring their bikes to be adjusted or fixed by their peers.

Along with these student groups, Physical Plant has increased its role in facilitating transportation on campus and has begun to make efforts to identify the biking needs and challenges faced by bikers on campus. Bellona says, "Our role in the past has been to provide racks at various locations on campus. This fall, with feedback from faculty and students, it became apparent that we need to expand this role."

Some of these needs include wider or alternate paths and additional and more accessible bike parking. Compared to larger

PHOTO BY ANDY RICHARDSON '10

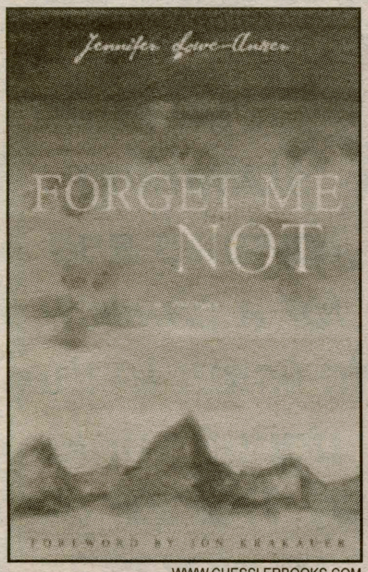
Physical Plant hopes to offer more parking spaces for bikes, such as this one outside the Science Center.

*see **Bikes**, page 7*

Lowe-Anker to speak next Thursday

*from **Mountaineer**, page 1*

my husband died 10 years ago. Alex was one of the world's foremost mountain climbers. At age 40 when he died, he was known as the best mountaineer in the country and one of the best in the world. I set out to write a book knowing there was a market for a story about Alex, but the book is about me as well." In writing about herself and their relationship, Lowe-Anker hopes that she was able to relate her husband's story. "I thought it would be better to capture who Alex was," she said,



WWW.CHESSLERBOOKS.COM

Lowe-Anker's memoir was published in 2008.

"the book includes a lot of letters to me when he was away and stuff from my journals."

In their first seven years together, Jennifer and Alex shared many adventures. They traveled together all over the world climbing and mountaineering. They visited South America, Alaska and Europe. Later in their lives they had three boys together. Eventually Alex was invited to the Himalayas and began more extreme mountaineering expeditions. On Oct. 5, 1999, Alex was walking over a glacier in Tibet on the mountain Shishapangma, an 8,000-meter peak. With him were his best friend Conrad Anker and high-altitude cameraman David Bridges. The three of them were caught in an enormous avalanche. Tragically, both Alex and David Bridges died.

Though Jennifer did not know her deceased husband's best friend very well, they grew close after the accident and found comfort in one another. "He was quite drawn to the boys and me," Jennifer said. Jennifer and Conrad eventually fell in love and were married, after which Conrad adopted her boys. The last part of Forget Me Not is about Conrad and Jennifer's lives going forward. With the help of mountaineer Greg Mortenson, author of Three Cups of Tea, Jennifer and Conrad started a charitable foundation in honor of Alex. The foundation teaches climbing skills to Sherpa in Nepal.

When asked if she had any advice for students dreaming of becoming successful in adventure writing, Lowe-Anker said, "Read veraciously, keep journals and write letters. Letters were an incredible side of my relationship with Alex when he was away. They're really valuable. To receive a letter is like getting a present. Writing is great for getting in touch with your own thoughts."

Lowe-Anker was filled with inspirational advice for students. She said that, "too many people are stuck in the virtual world. Real world is where it's at." When it came to insecurities held by students, whether aspiring writers or not, she said that, "there's nothing holding them back but themselves." She suggested that anyone "can become Greg Mortenson if they want. Doors are begging them to come through."

Jennifer Lowe-Anker's talk next week should attract climbers, writers and anyone who enjoys a great love story. After all that she has been through and all of the challenges she has overcome as an author, mountaineer and mother, Lowe-Anker still believes that, "falling in love is probably the biggest risk [you can take] in life."

Campus Makes Accomodations for Bikes

*from **Physical Plant**, page 6*

campuses with adequate bike parking areas and paths, Hamilton has some work to do.

To help address these concerns, Hamilton became involved in the recent Bicycle Circulation and Bike Rack Charrette with The Saratoga Associates. Through this intense discussion of design, the Physical Plant learned how to "develop preferred locations for racks, identify the best rack installation, understand bicycle circulation on campus and improve safety" says Bellona. He adds, "we also learned how best to determine the extent of the importance of creating a bike-friendly campus." Hamilton faces some unique challenges to bikers, including the landscape of the college grounds and the seasonal difficulties. To protect from snow, ice and salt damage, the Gilded Bike Guild does not offer "Golden Bikes" during the winter. Still, Bellona says that while winter on campus offers a challenge, "it does not change our focus."

Additionally, he feels that "commuting on a bike is always an option," even for students who live down the Hill. Physical Plant hopes to encourage campus-wide biking with better bike-parking options.

Biking is a growing priority on campus and the college, through student groups and Physical Plant action, recognizes the biking needs of the community and plans on continuing to support for this growth. Bellona says, "I believe we need to be flexible in creating opportunities as [biking] needs change. In this regard, we also have to understand what those needs are and how we can best support them. The study/charrette is a first step in developing that understanding." The goal of the Physical Plant is to make biking a seamless, integrated part of campus life.

L O G I C P U Z Z L E

by Russell Marcus
Professor of Philosophy

The Puzzle

At the Colgate-Hamilton mixer, there were three couples. One couple consisted of two Colgate students. One couple was two Hamilton students. The last couple was a mixed pair: a Colgate student and a Hamilton student. There were also three signs: 'Colgate pair', 'Hamilton pair', and 'Mixed pair'. One sign was held by each couple, and each couple held a sign that incorrectly described them. You know none of the students, but can ask any of them whether they are Colgate or Hamilton students. Students will respond truthfully, but only about themselves, not about their partners.

Question

What is the fewest number of questions in which you can determine which sign correctly describes which couple? Describe your solution completely.

Rules

Solutions to Puzzle #2: The Mixer may be sent to puzzle@hamilton.edu, or, via campus mail, to Russell Marcus, Philosophy Department. Make sure to include your contact information with your solution. A winner will be chosen at random among those who submit correct solutions. Any one may play the puzzle, but only current Hamilton College students may win prizes. If the winner of the puzzle is not a Hamilton College student, a secondary winner may be chosen.

Prizes

Prize winners receive a t-shirt or mug from Lulasail, home of the best philosophy t-shirts on the web.

The Deadline for Puzzle #2 is Monday, Ocober 26 at 4pm. All entries must be received by that time. Visit our website: www.thatmarcusfamily.org/philosophy/HCPuzzles

Bachelor of the Week

Stephen Bury '12

PHOTO COURTESY OF STEPHEN BURY '12

Hometown:
Boston, Massachusetts
Major:
Chinese and Economics
Turn On?
Chinese, Brewski's.
Turn Off?
Not possible.
What is your worst habit?
Wheeling
If you were a dorm which would you be and why?
Good Question.
If you had to describe yourself as the love child of any two musicians which would you pick and why?
Justin Bieber and Miley Cyrus
If you were God, what would be the first thing you'd do to the world?
Change water into Smirnoff Ice.
If you had to create a new points system what would be the #1 offense? Not going out on Tuesday, Thursday, Friday, and Saturday
What advertising slogan best describes your life?
"Imagine"
What movie genre best describes you? Tween Romance
What's the best pick-up line you've ever used/had used on you? Did you just fart? Because you blew me away. (Used on me)
If you could have any super power what would it be and why? X-Ray vision…Why? I think you know why.
If you were a cold cut, which would you be and why?
Roast Beef, I can't get enough of it.
If you could get rid of one group on campus what would it be and why?
The Young Socialists; the current government provides me with all the socialism I can handle.
If you could join one group on campus what would it be and why?
Women's Ice Hockey, I'd be an All-American easy.
What would you say is your most attractive quality?
My facial hair.
If you could trade jobs with anyone at Hamilton for a day what would it be?
Norm Bazin, Men's Ice Hockey Coach.
If you could break one rule at Hamilton and get away with it which would you choose?
Have a keg in my Bundy single; I'd finally be able to get drunk.
What would you give a thumbs up?
Gossip Girl and One Tree Hill (you think I'm kidding).
What would you give a thumbs down?
Extra points for hard alcohol and Obama's Nobel Peace Prize
Who would you say is your campus crush?
Brian O'Malley…He is not a real person.
Who would you say is your faculty crush?
Still waiting for that special someone.
What is the weirdest thing currently in your room?
Banana Boat Tanning Oil (SPF 4).

Weekly Charts

MUSIC
(From billboard.com)

Top Songs

1. Britney Spears—"3"
2. Jay Sean feat. Lil Wayne—"Down"
3. Miley Cyrus— "Party in the U.S.A."
4. Jason DeRulo—"Whatcha Say"
5. Jay-Z, Rihanna, Kanye West—"Run This Town"

Top Albums

1. Michael Buble—"Crazy Love"
2. Kiss—"Sonic Boom"
3. Toby Keith—"American Ride"
4. Barbara Streisand—"Love Is the Answer"
5. Jay-Z— "The Blueprint 3"

MOVIES
(Highest grossing from imdb.com)

1. *Where the Wild Things Are*
2. *Law Abiding Citizen*
3. *Paranormal Activity*
4. *Couples Retreat*
5. *The Stepfather*

BOOKS
(From The New York Times Best Seller *List)*

Paperback Fiction

1. *Say You're One of Them,* by Uwem Akpan
2. *The Shack,* by William P. Young
3. *The Time Traveler's Wife,* by Audrey Niffenegger
4. *The Girl With the Dragon Tattoo,* by Stieg Larsson
5. *The Art of Racing in the Rain,* by Garth Stein

Paperback Non-Fiction

1. *I Hope They Serve Beer in Hell,* by Tucker Max
2. *Three Cups of Tea,* by Greg Mortensen and David Oliver Relin
3. *Glenn Beck's 'Common Sense,'* by Glenn Beck
4. *The Glass Castle,* by Jeannette Walls
5. *The Tipping Point,* by Malcolm Caldwell

Pumpin' the Wattage Into Yo' Cottage

Look, WHCL 88.7 FM has a blog!

Well, this is all very new and exciting. WHCL now has a brand new music blog for all you interested listeners, excerpts from which will be featured here in *The Spectator.* Soon to come: music reviews, musings on music, radio station information and lively dialogue amongst DJs of the Hamilton community. Oh, happy day!

Album Review: The xx "xx" (2009)

Here's an interesting new album to check out. The band is a group of 20-year-olds from London who call themselves The xx. They all met as students at the Elliott School, some prestigious co-ed place that has shaped other talented artists including Hot Chip, Four Tet, and Burial. The album, simply called "xx," is their first studio recording.

The album makes for a really interesting listen. The band proves their debut effort to be a masterful one, making good use of dark 80s guitar sounds, extinguishing vocal duets, syncopated rhythms and just the classiest touch of electronica needed to wrap the whole package up. The album sounds complex and multilayered, yet the foursome demonstrates their musicianship with the little instrumentation and production used in its creation. This sparse, stark, melancholic pop album is definitely worth a listen.

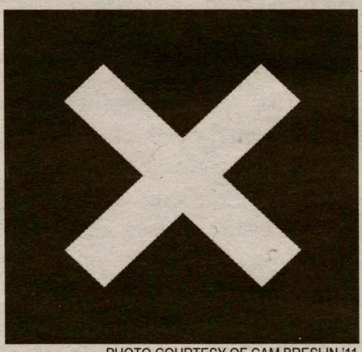


PHOTO COURTESY OF CAM BRESLIN '11

The xx's debut album cover

***Where the Wild Things Are* is where the music comes alive**

On my last night of fall break, my mom and I went to see *Where the Wild Things Are* and, wow, what a cinematic experience. Although I thought the film had some major issues with its narrative development--or lack thereof--any brewing criticisms were quickly forgotten as soon as the musical score came on. These songs would be breathtaking on their own, I'm sure, but combined with the scenes' visual input and that magnetic little lead boy, they gained an incredible emotional intensity that I haven't felt at the movies or from an album in quite a while. Crazy yelps and drums accompany the frantic moments of running and jumping centered on the physicality of the wild things; the most majestic, gorgeous sounds perfectly mirror the gentle light of dusk that often bathes the characters in crisp gold and orange. I might just spend MONEY to get this soundtrack in my possession and start playing it on the airwaves ASAP for anyone who missed "WTWTA" this weekend. Now that's saying somethin'! Check it out, or possibly check it out on Werewolf Bat Mitzvah, Thursdays from 5-6 p.m.

CDN.VIDEOGUM.COM

To read more slamming reviews and for a chance to listen to the debut single by The xx, go to whcl887.tumblr.com

"The Mind Guy" Alain Nu to Showcase Extraordinary Mental Skill on Campus

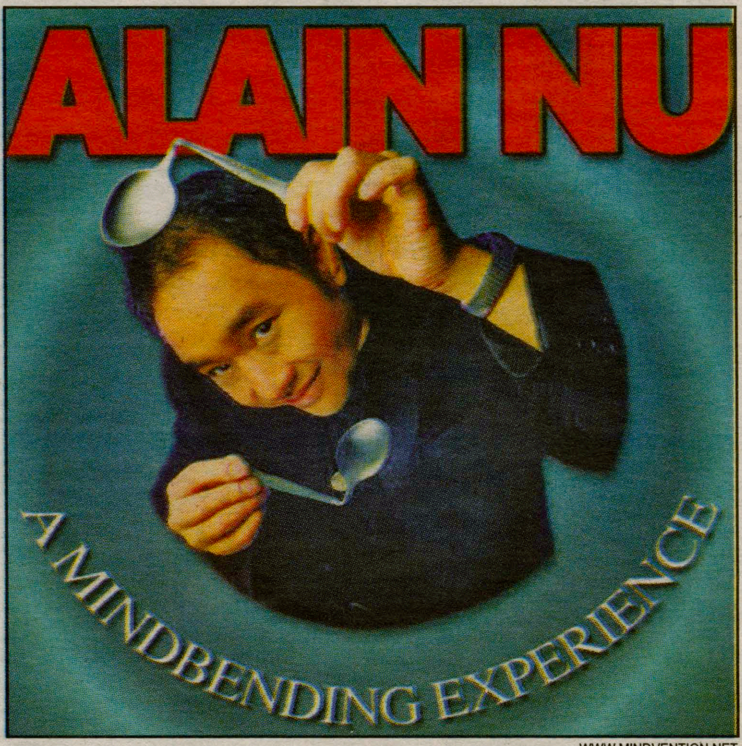
by Lily Gillespie '12
Arts and Entertainment Editor

Perhaps you believe that people who claim they are psychics are crazy, or that people who seem to perform supernatural feats are hoaxes. Alain Nu is coming to Hamilton to challenge every preconceived notion we may have about the power of the human mind. Also known as "The Mind Guy" on his own show on TLC, Nu doesn't consider himself a psychic or a supernatural being; rather, he describes himself as a "mentalist," someone who can demonstrate the powers and potential of the human mind. *The Washington Post* praised his show, saying "to watch him is to throw out all the rules of physics. Time and space are malleable in Nu's deft hands." A mentalist for over twenty years, Nu has not only garnered attention from the media, but from important political and cultural figures, including U.S. presidents and vice-presidents, celebrities and royalty. He has garnered enough attention to snag a prime slot as a headliner at Caesar's Palace in Las Vegas.

> "He is a student of the mind and is fascinated by its supposedly limitless powers."

Nu has inspired audiences around the world with his seemingly impossible mental achievements, but he's not simply a magician or a mind reader; he is a student of the mind and is fascinated by its supposedly limitless powers. He also wants to find a way to employ the hard, tangible sciences that we already study in developing the seemingly intangible study of the mind. In his shows, Nu seeks not only to inspire and entertain the audience with his own extraordinary talent, but also to encourage them to examine their own mental potential and the never-ending possibilities an understanding of our minds creates.

He may be an extraordinarily impressive performer, but Nu is also a regular guy who likes Jay-Z, "Fight Club" and "Arrested Development." Even the most impressive minds need a little mind-corrupting TV sometimes! Alain Nu is a normal guy who has achieved incredible success by harnessing his mind and his performance this Saturday at 9 p.m. in the Events Barn is one that promises to leave the audience astounded.



WWW.MINDVENTION.NET

Alain Nu, mentalist and star of TLC's show, "The Mind Guy," will perform remarkable examples of mental skill.

F.I.L.M. Series Will Continue Screenings This November With Three New Events

Sunday, Nov. 1: Cine-Noctures, a presentation by Professor Scott MacDonald

One of the sources of inspiration for cinema was 19th century American landscape painting and painted panoramas, and film history has continued to profit from this history. At the close of the 19th century, one of the forms of landscape painting most in vogue was the nocturne: moonlit evening scenes. James McNeill Whistler and Ralph Albert Blakelock were major contributors to this form (Beethoven, Debussy and Erik Satie composed well-known musical nocturnes).

Hamilton professor and F.I.L.M. director Scott MacDonald will present a selection of cinematic nocturnes by Americans Peter Hutton and Philip Solomon, British filmmaker Laura Waddington and Iranian Abbas Kiarostami.

Press Release Courtesy of Eileen Foote

Sunday, Nov. 8: A *Journey* Reunion

(NOTE: This event begins at 1 p.m.)

In 1984, hundreds of central New York residents, including Hamilton College faculty and students, worked with Academy-Award-winning director Peter Watkins on what became *The Journey*, which premiered in 1987 as a major event at the Berlin Film Festival. The Journey is a 14 1/2–hour film (mini-series, if you like) that explores the ways in which our educational and media systems process information about crucial issues: the film offers an alternative way of thinking about how media can function within a democracy. We will present an excerpt from *The Journey*, followed by a discussion with some of those who made major contributions to the Mohawk Valley sequences of the film, including pollster John Zogby, Robert Baber, dean of Pratt Art School at the Munson-Williams-Proctor Arts Institute; and Rick Werner, professor of philosophy at Hamilton.

Sunday, Nov. 15: Arthur and Jennifer Smith present *Ice Bears of the Beaufort* (2008)

Jennifer Smith and Arthur Smith III live on the northern coast of Alaska, where they have devoted years to recording the lives of polar bears. In 2008, their collaboration produced *Ice Bears of the Beaufort*, a remarkable nature film that won the grand prize at this year's Black Maria Film Festival.

The film portrays polar bears struggling to adjust to diminishing sea ice on the Sea of Beaufort, which lies on the northern coast of Alaska. The bears are further threatened by the prospect of oil drilling on the north shore.

As a result of the developing environmental crisis, nature filmmaking has become an avenue for proactive resistance to the status quo, and those women and men who put their lives on the line to bring the realities of environmental change to us are heroes of this resistance and a new kind of cinematic avant-garde. After the screening, the Smiths will talk about *Ice Bears* and the nature of their collaboration.

FLICKR.COM

Stills of the polar bears featured in Arthur and Jennifer Smith's awareness film *Ice Bears of the Beaufort*.

WWW.IMDB.COM

Crooner Jay Nash Will Perform for Next Coffeehouse

FARM4.STATIC.FLICKR.COM

by Lily Gillespie '12
Arts and Entertainment Editor

Jay Nash is no stranger to what it means to live in upstate New York. Born and raised outside of Syracuse, Nash will be in familiar territory when he performs tonight as the next artist in the Acoustic Coffeehouse series.

After graduating from the University of Vermont, Nash headed to the Big Apple and then to Los Angeles to pursue his career as a musician. While in L.A., Nash worked with other bands who would come to have great success in the music industry, including OneRepublic and Colbie Caillat, as he was booking these and others at the small club where he worked.

Among his own influences, Nash cites Bob Dylan, Eric Clapton, the Band and most notably, Grateful Dead and Cat Stevens, whose work appeared on a tape that would come to be the inspiration for Nash's musical career. His music has been called "warm, soulful, energetic, intelligent, just a little bit country, just a little bit rock" and his performance is sure to be a must-see.

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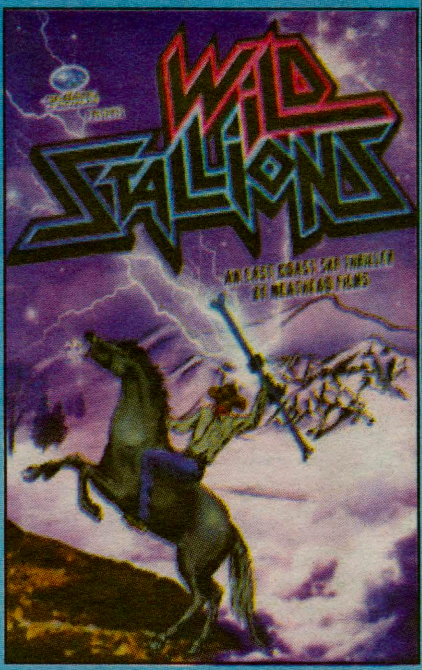

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SAW VI — *DIGITAL PRESENTATION!*
●1:30●3:40-5:50-8:00▲10:10 — *STADIUM SEATING* — R

ASTRO BOY
●12:00●2:10-4:30-6:40▲8:50 — DTS — PG

THE VAMPIRE'S ASSISTANT — CIRQUE DU FREAK
●12:15●2:30-4:50-7:10▲9:30
JOHN C. REILLY — DTS — PG-13

WHERE THE WILD THINGS ARE — *STADIUM SEATING*
●12:05●2:20-4:40-7:00▲9:15 — *#1 MOVIE!* — DTS — PG

THE INVENTION OF LYING — 8:10▲10:15 — PG-13

COUPLES RETREAT — *VINCE VAUGHN*
●12:25●2:45-5:10-7:30▲9:50 — PG-13

LAW ABIDING CITIZEN — *JAMIE FOXX*
●12:40●3:00-5:20-7:40▲10:00 — R

STEPFATHER — ●12:30●2:50-5:00-7:20▲9:40 — PG-13

CLOUDY W/A CHANCE OF MEATBALLS (IN 2D)
●12:10●2:15-4:20-6:20 — PG

ZOMBIELAND — ●1:30●3:30-5:40-7:50▲9:45 — R

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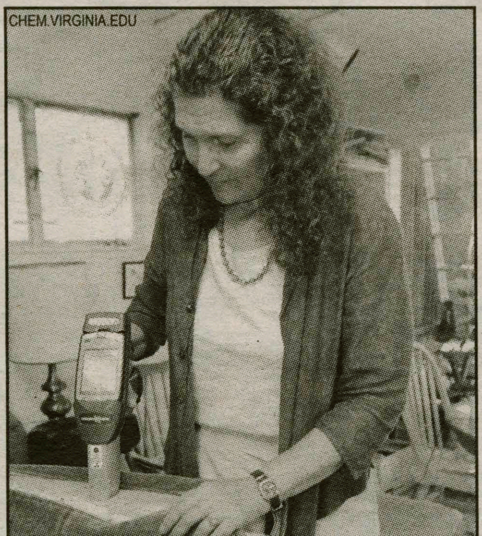
Chemist, Mountaineer Arlene Blum Visits Campus

Breaking Trail author discusses unregulated carcinogens, her journeys to Everest and Annapurna

by Ben Trachtman '12 and Julia Litzky '12
Science & Technology Editors

On Monday, renowned chemist and mountaineer Arlene Blum gave two lectures on campus. The talks covered her career in biophysical chemistry, her efforts to control hazardous chemicals and her experiences as one of the first women to climb several significant mountains, including Mount Everest.

Blum was instrumental in the banning of the use of brominated tris as a flame-retardant, which was used in children's pajamas in the 1970s. As a graduate student, Blum discovered that the chemical was also a carcinogen. While climbing Mount Everest, Blum wrote a paper on the dangers it posed to proper development and growth. Her paper lead to the chemical being outlawed just three months after her journal article was published. However, there are still similar flame-retardants on the market today that can be absorbed through the skin and cause several physiological ailments, including cancer. These can be found in clothing, furniture and even baby strollers and cribs, and have leaked into environments as remote as the ocean floor.



CHEM.VIRGINIA.EDU

Blum, who lives in California, found high levels of carcinogenic chemicals in the foam cushions from the couches in her house (right). In addition to chemistry, she is also a renowned climber and led the first women's trip to the peak of Annapurna in Nepal (below).

Blum's talk highlighted the problems the Environmental Protection Agency (EPA) faces when trying to regulate chemicals in consumer products. Many Americans may be shocked to learn that asbestos, which is well-known for causing the rare lung cancer mesothelioma, is not actually illegal. Because of the way the regulatory system is set up, there is little the EPA or other regulatory associations can do against such dangerous chemicals. In 1976, the U.S. Toxic Substances Control Act, which was designed to allow some regulation of chemicals, grandfathered in the approximately 62,000 chemicals already on the market. Since then, the EPA has banned only five of them, even though several others are known to cause health problems. Over 20,000 new chemicals have been invented and utilized in consumer products since then, but 85 percent of these have no health data on them at all.

Blum presented an example of how flawed the regulatory system is with the flame-retardant Firemaster 550. It was introduced by the company Chemtura in order to replace another carcinogenic flame-retardant. Regulatory law provides the EPA with six weeks to prove that a chemical is dangerous. For Firemaster 550, the EPA predicted that it would have toxic effects on reproductive, developmental, and neurological processes. However, this does not mean that Firemaster 550 was prevented from entering the market. Rather, Chemtura has five years to establish that its chemical is safe. Meanwhile, the suspect chemical is free to enter the market and consumer lives. Now, Chemtura has developed a new chemical, Firemaster 600, to replace Firemaster 550. Even if the EPA determines it may be dangerous, it will still be on the market for several years before any final decision is made.

Blum is still active today in her opposition to the chemical industry and the lack of regulation. Flame-retardants are not actually immune from burning, but rather are only requried to withstand a candle flame for 12 seconds without burning. Blum argues that it is irrational to make the foam inside of upholstered items flame-retardant when the foam is surrounded by flammable fabrics. When this foam does burn, toxic dioxins are released into the air. This is thought to be a cause of the higher levels of cancers from which many firefighters suffer.

Despite the apparent lack of necessity for such chemicals, they are still in use because of a California law called Technical Bulletin 117. This requires the filling of all upholstery sold in California to be fire-retardant. Even if you don't live in California, much of the furniture in your house may still contain these chemicals. Many nation-wide furniture companies, such a IKEA, produce all of their furniture to meet this bulletin so that they do not have to have separate productions lines for California.

California has the highest household levels of such carcinogens by far. Blum has tried to introduce a bill into the California legislature to limit the use of these chemicals in the state, but it was defeated when the chemical industry spent over six million dollars to lobby against it.

Blum suggests that instead of making our environment fire-retardant, we address the cause of fires. Candles and cigarettes are the leading cause of house fires. By making cigarettes that self-extinguish if someone forgets about them or falls asleep, thousands of fires could be prevented. This is a simple process as well; simply adding bands of thicker paper can prevent oxygen from reaching the tobacco. Unless someone is inhaling through the cigarette, it will extinguish. Candles with shorter wicks and wider bases are also less likely to cause fire, and are a practical way of preventing fire.

Chemistry is not Blum's only claim to fame. She was part of the first all-female climb of North America's highest mountain, Mount McKinley, in 1970. After the leader of this expedition collapsed on the summit, she led the expedition through a storm to safety. She was also the first woman to attempt the climb up Mount Everest and complete the climb up another peak in the Himalayas, Annapurna. Her experiences with losing two members of the party at Annapurna inspired her to write the book *Annapurna: A Woman's Place*. Her second book, *Breaking Trail: A Climbing Life*, documents her life-long experience with both molecules and mountains.

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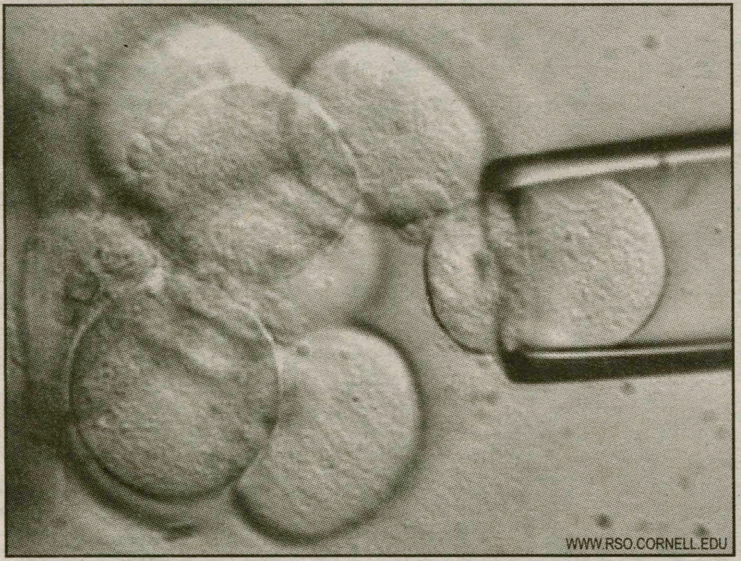

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Stem Cell Cloning Technique Improves

by Matthew Nudell '11
Science & Technology Writer

Recently, the U.S. Scripps Research Institute team perfected a technique to increase the production of stem cells without utilizing human embryos. The team's revamped technique hinges on the additional use of three "drug-like" chemicals that transform human cells into stem cells. Remarkably, the Scripps team shrank the transformation time of human cells into stem cells from one month to two weeks, resulting in 200 percent more stem cells than would have been produced before.

While scientists have been able to accelerate the reprogramming of mice tissue cells into stem cells, the U.S. team's feat has been lauded as a significant

see *Faster*, page 13

HEAG's Corner: This Week...
Is Being Green Just for Girls?

by Katherine Costa '12
HEAG Member

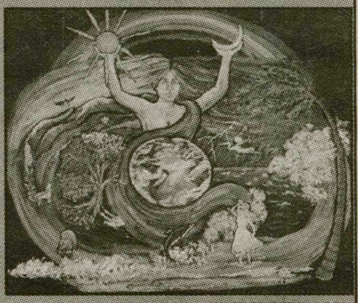
This is part of a series of opinion articles that will be published intermittently throughout the year. They are written by HEAG members, but do not represent the opinions of the entire organization.

When we think about the vast implications of our unsustainable environmental practices today, it seems almost ludicrous how little change is actually taking place. Surely common sense tells us current envionremental methods are not effective enough. The growing awareness of global warming and the "green" movement are indicators that we as a country are starting to recognize the scope of the environmental problem, but there is still much resistance to it.

The negative connotations tied to environmentalists is part of the problem; they are considered "elitists" who condemn the way that American society has been run for centuries; they are "tree-huggers" with their heads in the clouds for whom nature is tied to emotion and spirituality, not rationality. Let's face it: the goals of environmentalism are not taken seriously in today's society. Why is this so?

I believe part of the reason the environmentalism movement faces so many obstacles is because of its deep-rooted connections to femininity. Women have always been tied to nature in ways that men have not; women give birth and remain in the domestic sphere, while men control business and science in the outside world. Because of this, nature has come to be associated with irrationality and emotions, characteristics traditionally attributed to women. Men, on the other hand, have always been linked to science and rationality.

Because of these connotations, men who are concerned about environmental issues do not prescribe to traditional mas-



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Nature's motherly image has contributed to the gender bias experienced by male environmentalists.

culine values and thus can be seen as weak or effeminate. In order for environmentalism to truly take off as a movement, men and women need to unite for the common good of preserving our environment.

Nature's tie to femininity has resulted in environmentalist concerns being written off by the "man's world" of business and profit. This, I believe, is what is hindering environmentalism: the idea that, consciously or subconsciously, nature is for chicks.

Faster Method of Reproducing Stem Cells Found

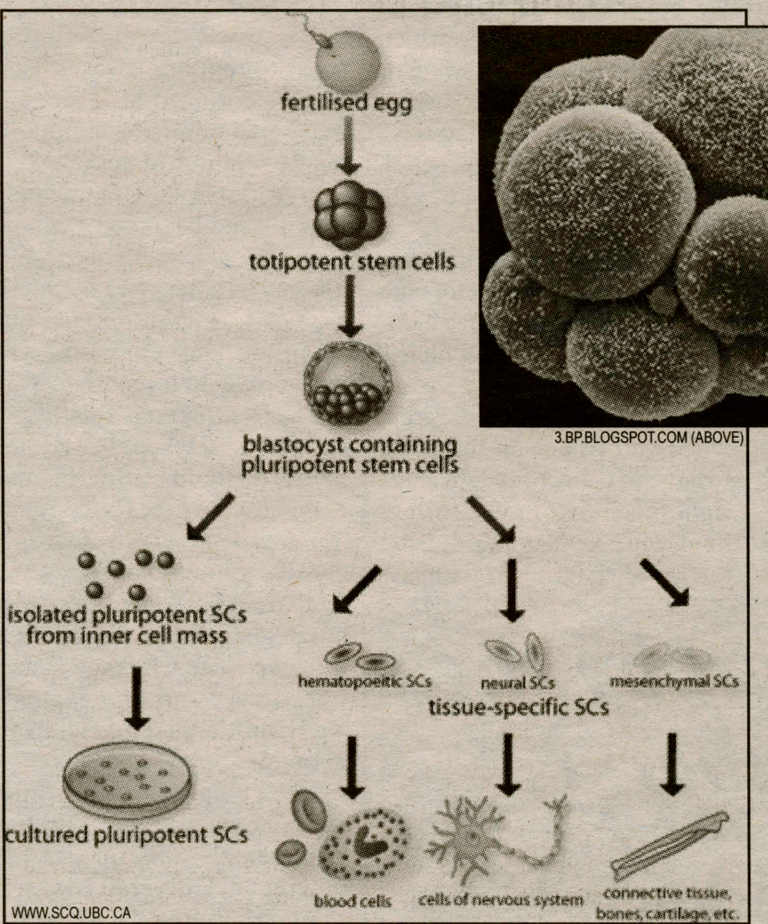
New method will allow larger supply of stem cells, resulting in increased accessibility for researchers

from Stem, page 12

step towards advancing human stem cell therapy. Scientists hope to use stem cells to repair and replace human tissue cells that have been impaired by a disease or physical injury. As pluripotent cells-meaning the cells are still undifferentiated-stem cells have the ability to transform into any of the 220 types of human cells.

Researchers have made great strides to decrease the use of embryos in stem cell research. In 2007, Japanese and American researchers created stem cells from human adult skin cells. The team utilized viruses to insert four genes into target human adult skin cells.

The insertion of the genes enabled other genes to be turned off or on in order to convert the cells into stem cells. The technique took several weeks to perform. In addition, the team's procedure had a low success rate; only one out of every 10,000 cells was successfully transformed into a stem cell.



WWW.SCQ.UBC.CA

3.BP.BLOGSPOT.COM (ABOVE)

Stem cell acquisition involves extracting cells from a blastocyst and then reproducing them in a culture. The new reproduction method will allow for faster growth and so more cells.

However, stem cell research has been overshadowed by ethical debates concerning the use of human embryos as a source of stem cells. During his eight-year administration, President Bush staunchly opposed stem cell research for moral reasons. In August 2001, President Bush placed restrictions on the federal funding of stem cell research. Consequently, the former President vetoed a bill in 2006 that would allow the government to federally fund embryonic stem cell research.

Earlier this year, President Obama lifted President Bush's restrictions on federal subsidization of stem cell research. Additionally, in January, the U.S. Food and Drug Administration gave the go-ahead for the first worldwide study on human embryonic stem cell therapy. A clinical trial will be conducted by Geron Corp. to treat paralyzed patients who have suffered from spinal cord injuries. Stem cell therapy has been successful in clinical trials with rats; paralyzed rats recovered some movement after stem cell therapy.

On the other hand, stem cell therapy is experimental and requires caution. Scientists may need up to 15 to 20 years to create an effective therapy for humans. In the meantime, the prospect of creating stem cell lines from human skin cells has spurred stem cell research.

New Planets Outside Our Solar System Discovered

by Yinghan Ding '12
Science & Technology Writer

How many planets are there outside our solar system? No one could give an exact answer to that question, but scientists and astronomers are discovering about 30 new planets annually. Since 1995, when Michel Mayor and Didier Queloz of the Observatoire de Geneve discovered the first planet orbiting another star, over four hundred more extrasolar planets have been found in more than 200 solar systems outside our own.

Recently, the European Space Agency announced their recent discovery of 32 new planets outside of our solar system, providing evidence for the theory that the universe has many planets with the possibility of sustaining life. The astronauts at the European Space Agency used the High Accuracy Radial Velocity Planet Searcher (HARPS), which was an attachment to the European observatory telescope in Chile that looked for slight wobbles in a star's movements.

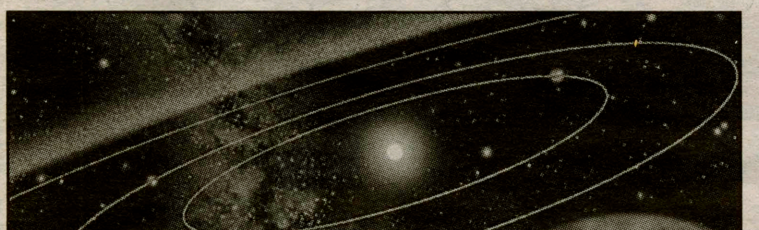
The HARPS program surveyed about 2,000 stars over five years, with the particular aim of looking at solar-type stars for low-mass planets. Even though astronomers did not find any planets of a similar size to Earth, or any planets that appear to have an atmosphere that would allow life to exist, their announcement increased the number of planets discovered outside the solar system to more than 400. One of the newly discovered planets was up to five times larger than Jupiter, which is almost 318 times the size of Earth.

Among the 32 new planets that were discovered, six are several times bigger than Earth, which increased the population of so-called "super-Earths" by more than 30 percent. Two of them were about five times the size of Earth. Astronomers believed that the results support the theory that planet formation is common, especially around the most frequently found types of stars. More than 40 percent of discovered sun-like stars have planets that are closer to Earth-sized. Depending on the definition of the size of super-Earths, the discovery suggests that planets that have a mass similar to Earth's are extraordinarily commonplace.

It is unclear if any of these planets are Earth-like. To find planets, the researchers look for dips in starlight that indicate that a planet has passed in front of the star. However, they cannot see the planet's surface or detect any potential atmosphere, which are important considerations in determining whether or not a planet might be habitable. According to astronomers, the basic "Earth-like" properties should include life, an atmosphere friendly to oxygen breathing creatures, liquid water and a gravity not much different from our own.

Several of the discovered planets are in multiple-planet systems. The planets have orbital periods of anywhere from five Earth days to several thousand days. The survey also found four new exoplanets around M dwarf stars, which are relatively cool, low mass stars. This finding challenges planet formation theory, the researchers said, as current models suggest it is difficult for planets to form around such stars. The new findings suggest that exoplanets are quite common in our galaxy.

"I'm pretty confident that there are Earth-like planets everywhere," said Stephane Udry, one of the astronomers working for the European Space Agency, "Nature doesn't like a vacuum. If there is space to put a planet there, there will be a planet there."


IMGS.SFGATE.COM

New planets on which life could exist are being found in solar systems that have stars of a similar size to our sun.

Alumni Speaks on Endangered Birds

by Ben Trachtman '12
Science & Technology Editor

WWW.BIRDSASART.COM

The Biology department hosted Hamilton alumnus Dr. Dan Catlin '01 for a seminar entitled "Population Dynamics of Piping Plovers Using Engineered and Natural Sandbars on the Missouri River." The piping plover is a shore bird that requires particular conditions for nesting, but is endangered because of the destruction of its natural habitat. Dr. Catlin's talk covered the effectiveness of a government program to protect the plovers by creating new habitats.

The Missouri River was full of natural sandbars until the middle of the 20th Century, when they were dredged out to clear paths for large steamboats and a series of dams disrupted the natural flow of the river. The piping plovers used these sandbars for nesting sites because of the perfect blend of dry and wet sand. As these sandbars disappeared, so did the plovers. In an effort to restore the waning population, the U.S. Army Corps of Engineers has begun to create artificial sandbars for use as nesting sites for the birds.

As Dr. Catlin explained, the sandbars were wildly successful - in some cases, too successful, as evidenced by overcrowding. The birds seem to prefer the engineered sandbars to natural ones, as about 90 percent of the population nests on the artificial sandbars.

There are drawbacks, however, primarily concerning the population density. The plovers are more vulnerable to predators and each sandbar costs about two million dollars to create. The sandbars are not permanent structures, so the government would have to spend approximately 200 million dollars per year for 20 to 30 years in order to reach ideal population and reproduction rates for the birds. Is this one species of birds worth the price?

Upcoming HEAG events:

"Sex and Sustainability" presentation, Wed. Oct. 28 from 6-7:30 p.m. in the Red Pit

The presentation is by the Sierra Club, which is touring the East Coast to present this workshop at different colleges. The presentation will be interactive and focus on the effects of population growth, especially in developing countries. The main thrust of the presentation is the social and environmental consequences of population growth, especially as we face global warming.

HEAG will be handing out condoms and bumper stickers at the event, courtesy of the Sierra Club, and pizza will be provided.

Also, you may notice the cranes hanging from Beineke this upcoming week. These are to commemorate "350 day," which is Oct. 24. "350 day" aims to raise awareness of the need to reduce the amount of carbon dioxide in the atmosphere to below 350 parts per million.

Tennis Grows In Tournaments

from Tennis, page 16

team] had a tough draw, but we had good results based on the draw we had."

Jon Franzel '13, for instance, advanced all the way to the third round as the tenth seed before bowing out in a close match (6-4, 6-4) to the one seed from NYU. Libin also advanced to the third round, also losing a tight match (6-3, 6-4) to the four seed from Vassar. Moreno ran into tough competition in his second round match-up, losing to the number two seed from Vassar. All three of these players will be in the mix for the top spot on the team come spring. Though the team does not have any seniors, the progress they have made on this young team is incredible and you can expect them to be ready for their NESCAC opponents after all the fall season's coaching, training and tournament experience.

The women's team has also progressed significantly in spite of their youth. With only two seniors on the squad the team is learning on the spot, picking up valuable tournament experience while making sure they are physically and mentally ready for the competition that lies ahead in the spring. Despite their 1-2 record, the team has shown that they are getting closer and closer to being a great team. For example they only barely lost their last match to William Smith, after being edged out 4-5. Also, in the ITA Northeast Regional Championships there were many fine performances. For instance Deb Barany '11 advanced all the way to the third round before falling to the number one seed from the College of New Jersey.

Amelia Mattern '12 addressed this tough training regimen that has been implemented, saying that "this year we have been focusing a lot more on conditioning, which sucks while we're sprinting or doing footwork, but it's great in the long run. As a team we have a lot more stamina, which is very important, especially during long matches."

But what might be the most important development for both teams is the rising team chemistry and camaraderie, which is put best by Mattern, "We are ... a tight knit unit. It's great when you're out on the court to have so many of your friends right there next to you, or behind you, or standing outside the fence cheering you on."

Hamilton by the Numbers:

Field Hockey: 7-3
Football: 1-3
M. Soccer: 7-3-1
W. Soccer: 6-5-1

Soccer Sweeps Up

from Men's Soccer, page 16

game, supplying two assists. Boole continued his excellent play, maintaining a shutout in his 72 minutes of action.

On Oct. 9, the Continentals took on the Clarkson University Knights. With dark and gloomy weather and a scoreless first half, it wasn't pretty, but Hamilton came out with a win to improve their record to 5-3-1. The Continentals finally got on the board when the red-hot Sanford scored his fourth goal of the season in the sixty-eighth minute of the game. Just under five minutes later, forward Paul Moakler '10 knocked in a tough goal to give Hamilton a 2-0 lead. The Clarkson squad scored just before time expired, but Hamilton ended up with the 2-1 win.

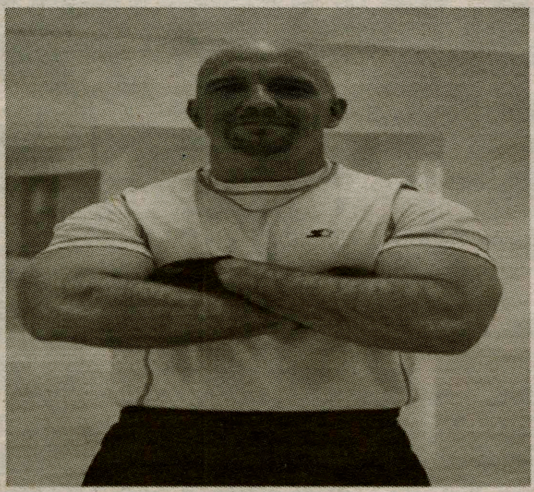
Next up came the third straight away game for the Continentals, this time at St. Lawrence University. Once again, Hamilton faced a defensive battle, as the score remained 0-0 for the entire first half and the majority of the second. Boole had an exceptional performance, stopping 13 shots on goals and keeping the team competitive throughout the game. Just as it seemed like the game would end in a scoreless tie, Sanford once again proved to be a deciding factor, scoring near the end of the eighty-sixth minute, and Hamilton won their fourth straight game 1-0.

After three successful road wins, Hamilton returned home for a match against Utica College. Sanford remained hot, getting his sixth goal of the season on an unassisted shot in the eleventh minute. The score remained 1-0 in favor of Hamilton until the beginning of the second half, when Utica's midfielder scored on Boole to tie the game.

Hamilton dominated the game offensively, attempting 17 shots compared to only eight for Union. And it was only appropriate that Samuel Dwyer '10, who had seven shots, scored the deciding goal. In the sixty-eighth minute, the senior scored his first goal of the season to give Hamilton the 2-1 win.

The Continentals will visit Union College on Saturday, Oct. 24 at 1 p.m., looking for their sixth straight win. They hope to continue their stellar defense en route capturing the top seed in the Liberty League Championship in November.

Aerobic Martial Arts



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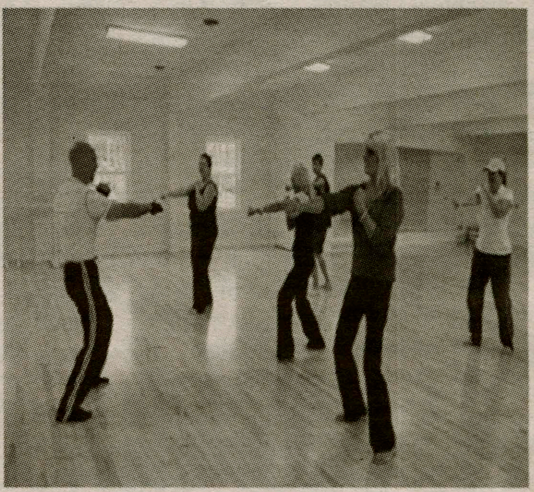

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Field Hockey Keeps Climbing Up National Rankings

by Greg Hyman '13
Sports Writer

Continuing one of the most successful seasons in school history, the Hamilton Field Hockey Team looks strong, winning three of its last four games. The team continues to make a splash on the national scene, being ranked nineteenth in the country. Since the start of October, the Continentals have beaten St. Lawrence, Union and Williams, and have lost only to Skidmore College, which was ranked eleventh in the country at the time.

The Continentals played the first of the four games at home against St. Lawrence University, a perennial athletic powerhouse. Four different Hamilton players scored in the 4-2 win. Hamilton got on the scoreboard first as Erin McNally '12 scored her third goal this season roughly one minute into the first half. St. Lawrence answered with a goal a little over five minutes later. The Saints scored again to take the lead in the twelfth minute. Amy Allen '10 tied the score with her fourth goal off a pass from Sarah Flisnik '12 with 21:12 left.

The Continentals took back the lead when Colleen Callaghan '11 scored on a penalty stroke with 16:54 left in the second half. Five minutes later, Mary Lancaster '12 added to Hamilton's lead with her third goal of the season off the first collegiate assist for Holly Rodiger '11. Goalkeeper Courtney DeMaria '10 finished with eight saves. St. Lawrence held an advantage in shots, 14-12. The Saints took 11 corners while the Continentals took seven. The Continentals' win ended the Saints' six game wining streak.

Next, Hamilton defeated host Union College 2-1 in a Liberty League game at College Park on October 9. Hamilton earned its first win over Union since 2004. After a scoreless first half, Hamilton broke the deadlock in the forty-second minute when Lancaster passed from the right side of the cage to Rodiger, who scored her first goal of the season from seven yards out. Just two minutes later, Flisnik sent a pass through a crowd in front of the goal to Carly Andrascik '11, who hit the ball into the right corner of the cage for her second goal of the season. Union pulled to within one point, with a goal from the corner, but it came too late, with just 1:01 remaining in the second half. DeMaria finished with six saves, including five in the first half alone. Union held a slight advantage in shots, 14-10. The Dutchwomen also led in penalty corners with seven while the Continentals took five.

The next day, the Continentals faced their toughest opponent yet in Skidmore College in Saratoga Springs, and fell in a 4-1 contest. Hamilton, Skidmore and St. Lawrence University were tied for first place in the league standings at 4-1 with two league games remaining. Skidmore (8-3 overall) got on the scoreboard first, just two minutes into the first half.

The Thoroughbreds made it a 2-0 game 22 minutes in and extended their lead to 3-0 five minutes later. The Continentals then tried to rally in the second half. Lancaster scored her fourth goal of the season off a penalty corner. Callaghan was credited with the assist. Skidmore responded in the fifty-seventh minute with its final goal. DeMaria finished with a respectable seven saves for Hamilton. Skidmore held a 17-12 advantage in shots, and a 13-9 edge in penalty corners.

The Continentals had their next game five days later, the first ever meeting with NESCAC powerhouse Williams College (5-5), which turned out to be a thrilling contest. The Continentals never trailed, but the score was tied twice before Lancaster's game-winner. Callaghan gave Hamilton a 1-0 lead with her team-leading eighth goal of the season ten minutes into the first half. She received a pass sent into the circle by Allen and put a shot into the back of the cage. Allen was credited with her first assist this year. Williams tied the score 75 seconds later, and the teams went into the half deadlocked at 1-1.

The Continentals regained the lead following a penalty corner 2:23 into the second half. Callaghan passed to Lancaster from just outside the circle and Lancaster fired a shot towards the goal. Allen redirected the shot past the goalie for her fifth goal.

The Ephs answered quickly once again, as they took a little more than three minutes to tie the score at 2-2. Neither team scored again until Lancaster sent a shot from in front, through a crowd, that settled in the back of the cage for her fifth goal. Charlotte Lescroart '13 picked up her first collegiate assist on the play. Williams owned a 23-16 advantage in shots and was awarded 13 penalty corners to six for Hamilton.

The Continentals, currently 7-3-0, are off until Saturday, October 24, when they travel to Vassar College for a Liberty League game at 3 p.m.

PHOTO BY JOHN HUBBARD

Colleen Callaghan '11 passes a loose ball to Mary Lancaster '12 who takes it to the goal.

Frisbee Tournament:

The Ultimate Frisbee Club will be providing **FREE burgers and hot dogs** for all who attend their tournament on Saturday, Oct. 24 behind the turf field. Hamilton, Colgate, SUNY Brockport, Alfred and Hamilton B/Alumni will all compete. The games will be held from 9 a.m. to 8 p.m. Come out and enjoy some great frisbee and food!

Water Polo's Talent Emerges in Inaugural Season

by Jonathan Fung '12
Sports Writer

The Hamilton College athletic community welcomed a new team last spring with the ratification of the water polo club team. The team is part of the New York Club Division of the Collegiate Water Polo Association. The league also features Columbia University, Syracuse University, West Point University, Cornell University, New York University, SUNY Binghamton, Colgate University and Rensselaer Polytechnic Institute. The Continentals' season opened with a two-day tournament against NYU, Columbia, RPI and West Point.

Despite the club's formation mere months ago, the team boasts considerable talent with veteran standouts and untapped potential in newfound players. The club emerged from the passion of Chris DeConinck '11, Jake DeConinck '11 and Andrew McDermott '11 wanting to continue their love of a sport that combines the endurance of swimming, the finesse of soccer, and the physicality of rugby.

The DeConincks and McDermott now lead the way with invaluable experience. Other seasoned players include Logan Burrus '10, Carolyn Meyer '10, Liz Bucceri '11, Kevin Fitzpatrick '11, Tom Cyran '12, Jonathan Fung '12 and Ryan Park '12. Among these ten hardened players are several former varsity captains and MVPs, two High School All-Americans, two members who have played internationally and a Junior Olympic Player. "This team has the potential to be a strong program," said McDermott.

Hamilton recorded one win and three losses in the first four games of the season. In the first game, Hamilton battled valiantly against NYU, who finished third overall last year. The teams traded goals with one another until the waning minutes of the fourth quarter when NYU pulled ahead, winning with a final score of 14-11. Highlights from the first game include Jake DeConinck igniting the offense with five goals and three assists, McDermott with an impressive hat trick. Goalie Cyran had nine saves and four assists.

Reigning league champion Columbia bested Hamilton with a score of 15-4 in the second game. The Continentals were unable to keep up with the raw speed, physicality, and skill of the perennial powerhouse. The core of Columbia's team is based around their graduate students. Several of them, including their goalie, achieved All-American accolades as undergraduates. Jake DeConinck led the Continentals with two goals, while brother Chris tallied a goal, and Bowie Sievers '11 recorded his first goal of the season.

In the third game, against RPI, Hamilton scored the first goal and never looked back, winning with a score of 15-7. Six different Continentals contributed goals against RPI. Utilizing their left-handed twin telepathy, the DeConincks found each other multiple times. Chris DeConinck led the team with six goals and an assist, while Jake had four goals and four assists. Sievers found his groove after the Columbia game and had two goals and an assist.

Newcomers Taylor Hogenkamp '13 and Sam Toole '13 each found the back of the cage once for their first goals. Cyran added some spark to the team with a goal and three assists while FitzPatrick, who shared the goalie duties, shut down the RPI offensive with seven key saves.

The fourth game against last year's runner up, West Point, was a physical game that ended with a West Point victory, 18-8. Chris DeConinck and McDermott led the way for Hamilton with three goals each. Clayton Masters '10 was able to launch a rocket past the veteran West Point goalie for his first, and far from last, goal of the season. FitzPatrick had a goal and an assist.

Chris DeConinck remarked that "the limited team roster of nine players [this weekend] definitely affected the outcomes of the games... If we brought more players, we would have had a properly rested bench…many of [us] had to play every second of every game."

The team was able to gain experience and learn from the tournament. Cryan noted that, "the team must work on anticipating counterattacks and focus on defensive water polo first."

The team will continue to work on maintaining its strong offense, with more shots coming from the hole (the position in front of the opposing goalie) and the perimeter.

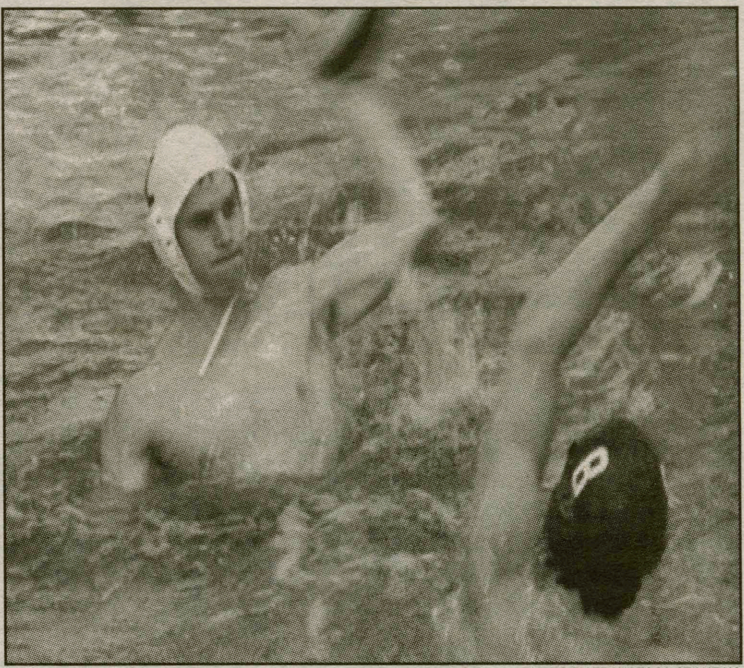

PHOTO BY FRANCESCA CRANE '12

Jake DeConinck '11 pump fakes the ball before passing.

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SPECTATOR SPORTS

October 22, 2009

Soccer on Track for Liberty League Tournament

Continentals win five straight games, currently hold a 7-3-1 record; team tied for first in league

PHOTO BY ANDREW RICHARDSON '10

Sam Dwyer '10 shoots against the Suny Institute of Technology. His efforts helped the Continentals win 5-1 and start their five-game winning streak.

by David Biel '13
Sports Writer

At the start of the season, the Hamilton men's varsity soccer team knew it would face high expectations. With nine straight winning seasons and seven returning starters from last year's 8-6 squad, the team knew it could compete for a Liberty League Championship. By the end of the first month of the season, though, all these expectations seemed up in the air.

After a 3-0 home win against Vassar on Sept. 26, the Continentals ended a disappointing September with a record of 3-3-1. The offense was inconsistent, having two losses ending in shutouts. The team failed to make use of a homefield advantage, five of the first seven games played on Hamilton's Love Field. With October approaching, the team faced an uphill climb, with only one of seven remaining games at home and a need-to-win-now mentality.

Starting with a convincing 5-1 win at SUNY Institute of Technology on Oct. 4, the Continentals began a five-game winning streak and have a solid record of 7-3-1, with a 3-1-0 record against fellow Liberty League teams. Supported by consistently stellar defensive play, especially by starting goalie Eric Boole '13, the Continentals are back atop the Liberty League standings.

Hamilton started fast against SUNY, scoring three goals from defender Billy Ford '10, midfielder Matthias Hunkeler '10 and co-captain and midfielder Jon Sanford '11. Sanford and fellow midfielder Gary Bedrosian '11 later scored in the second half as the Continentals coasted to an easy win. Forward Jesse Arroyave '11 was also a key contributor throughout the

see *Men's Soccer*, page 14

PHOTO BY CAITLYN GOLLAN '12

The Continentals prepare to engage Colgate in a scrum.

Women's Rugby To Host Postseason Match

The Hamilton women's rugby team is currently ranked third in New York state by the NYS Rugby Conference behind Syracuse University (1) and Cornell University (2). Ironically, the team's current ranking of No. 18 in the country by *Rugby Magazine* places the team ahead of both Syracuse (19) and Cornell (20).

On Sunday, Oct. 25 at 1:00 p.m., the team will compete against SUNY Brockport for the third place standing in the New York State Rugby Conference. The team won a game against Brockport earlier this season, 20-14.

Go Continentals!

Tennis Team Coached Tough

by Daniel Greenberg '12
Sports Editor

As Mike Moreno '11 ripped another ace down the court to pull out a come-from-behind victory in his first set of the ITA Northeast Regional Championships, he demonstrated something new that Hamilton tennis has focused on this year: toughness. This toughness can best be attributed to the coaching staff, which is led by Head Coach Josh McKee. The most interesting addition to the staff, who joined last year, is Mark Oakes, an assistant professor of psychology, the mental toughness coach, who has brought a new element to the team.

"Oakes helps us visualize the win with his relaxation exercises," Moreno characterizes Oakes' novel approach. "He is like the team psychiatrist. For example, I was down in the first set, but after using Oakes' relaxation techniques I was able to do what Oakes calls 'relaxed focus.' I visualized a better service and I came back and took the first set in a tiebreak and I never turned back."

This relaxed focus way further exemplified by the performance of Drew Libin '12 at the St. Lawrence University Fall Classic. In the A bracket, Libin dropped his first set in the semi-final 0-6, but bounced back to win the next two sets. He capped off his rally with a 10-7, super-tiebreaker victory in the third set to take the match and make the finals. However, this mental toughness would be nothing without the physical conditioning to compliment it. Coach Jamie King makes sure the team stays in tip-top shape. He and the other coaches want to make sure that the teams will be ready for the tougher NESCAC schedule in the spring. Moreno joked, "I'm going to have huge biceps by the spring."

The coaching has already translated to tournament results. In the St. Lawrence University Fall Classic, out of the three singles finals, four of the six players represented Hamilton. Also, more recently the team played in the illustrious and challenging ITA Northeast Regional Championships. Among the teams competing were several top tennis schools that included Rochester Institute of Technology, New York

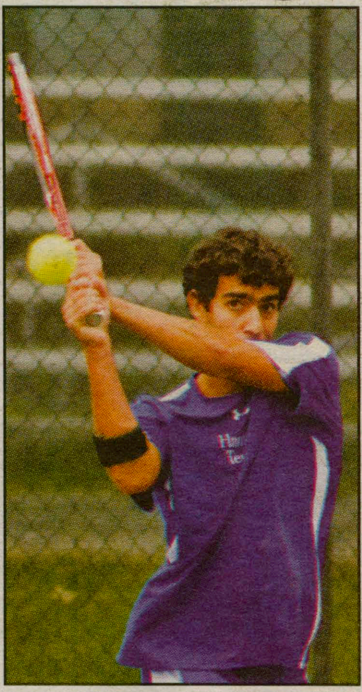

PHOTO BYJOHN HUBBARD

Kolya Kerz '13 utilizes his devastating backhand.

University, Skidmore College, Vassar College, Hobart College and Rensselaer Polytechnic Institute, among other teams. The team played very well although no one advanced to the semi-finals.

As Moreno states, "[the

see *Tennis*, page 14